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# The Playground

FEBRUARY, 1928

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Recreation and the Church

By Rev. Charles W. Gilkey

Aeronautics

By Edward T. Warner

Conclusion of Report of Memphis Meeting of Recreation Executives

Tabulation of Replies to Questionnaire on Public Beach Operation

By George Hjelte

Is Commercial Recreation an Octopus? By Clarence Arthur Perry

Report of the Boys' Work Conference

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VOLUME XXI. NO. 11

PRICE 25 CENTS

# The Playground

Maintained by and in the interests of the Playground and Recreation  
Association of America

Published monthly

at

315 Fourth Avenue, New York, N. Y.

Subscription \$2.00 per year

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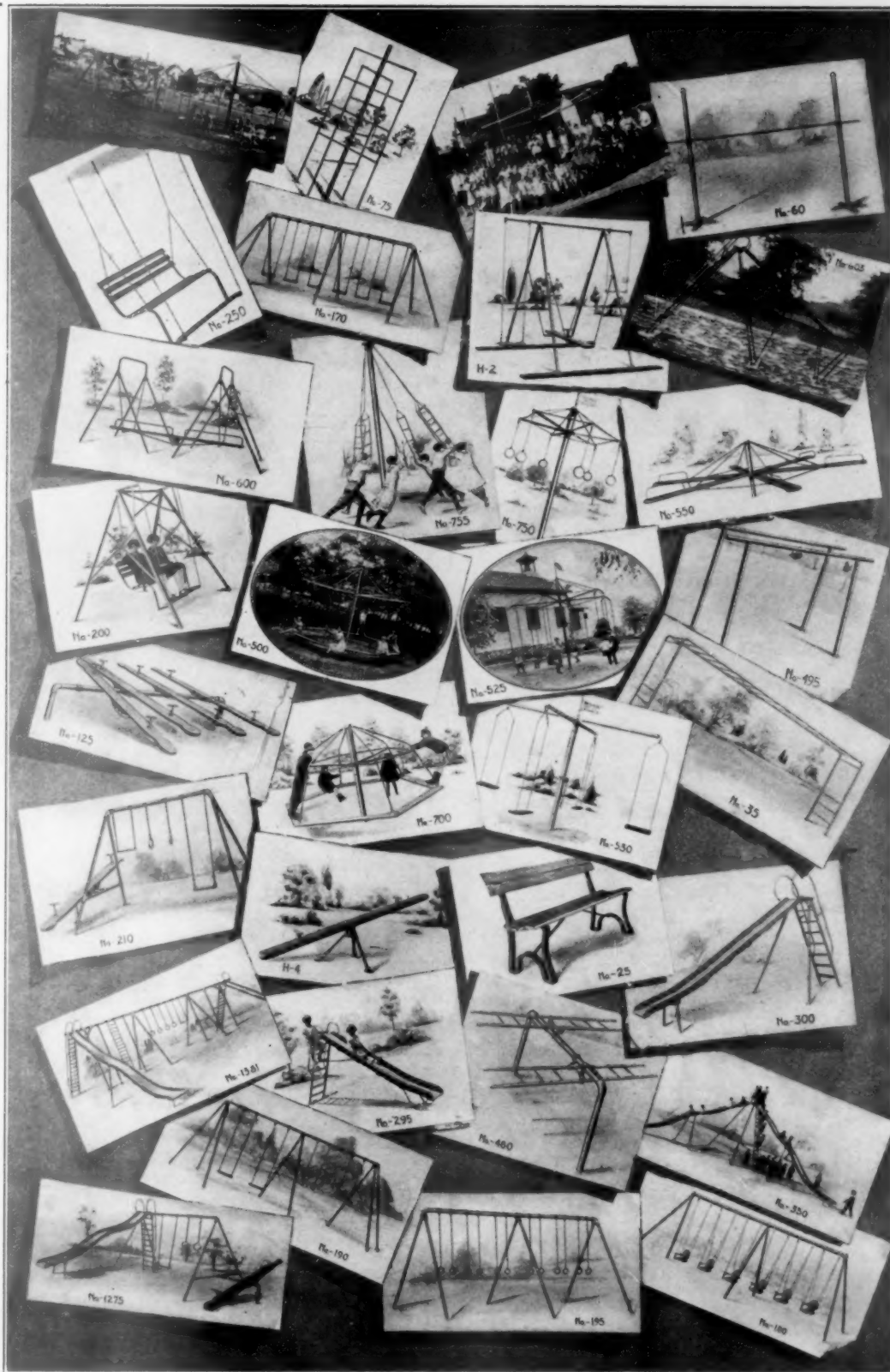
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Entered as second-class matter March 27, 1924, at the Post Office at New York, New York, under act of March 3, 1879. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized May 1, 1924.

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# The Playground

VOL. XXI, No. 11

FEBRUARY, 1928

## The World at Play

**A County-wide Band and Orchestra Contest.**—At the City Auditorium, Houston, Texas, a county-wide band and orchestra contest was held with twelve bands and eight orchestras competing for thirteen awards—five loving cups and eight banners. The contest was sponsored by the Houston Recreation Department, with John W. McFadden, director of the music work of the department in charge. Three groups of bands and two orchestras were made. Judging was on the following basis:

1. Appearance—20 per cent
2. Tune—20 per cent
3. Interpretation—20 per cent
4. Instrumentation—20 per cent
5. Discipline—20 per cent

The contest began at 3:30 in the afternoon and continued throughout the rest of the day. One of the most interesting features was a concert by the grand orchestra of over 100 pieces and the grand band of more than 350 made up of a number of bands.

**Music Week Doubled in Its Four Years.**—The National Bureau for the Advancement of Music reports more than a doubling of the extent of the National Music Week in the four years of its existence. The figures just made public by the National Music Week Committee indicate that (as of November 1) 1,614 cities and towns participated in the observance last May. This is contrasted with the first national celebration, in which 780 towns participated.

In a large number of instances, the local Music Weeks produced definite beneficial results, as noted in the reports of the local chairmen. These include the organization of bands, orchestras or choral groups, the purchase of musical instruments for the schools, a recognition of music as an essential in the school curriculum, and a getting together of local musicians for civic betterment. One example of the latter result is pro-

vided by Goshen, Indiana, where the Music Week resulted in the organization of choir directors meeting every other week to promote choral music and to put more enthusiasm into their own choir work. One result of this team work was a community Christmas concert of massed choirs.

Among the general features planned by the National Music Week Committee for the next Music Week, May 6-12, 1928, are a special recognition of American music, the development of better congregational singing in the churches, the development of the music memory contest as a feature of rural Music Weeks, and a tying-in of the motion picture houses and the radio with the Music Weeks in the various sections.

**Athletics for Girls.**—The Illinois League of High School Girls' Athletic Associations has issued a booklet containing the constitution of the League and the point system adopted, which will be of interest to recreation workers. A wide variety of activities is suggested in the schedule on which points are based—first local award, 600 points; second local award, 1200 points; first state award, 1600 points; second state award, 2000 points.

The point schedule includes both organized and unorganized activities. Among the organized activities are archery, baseball, basket ball, bowling, captain ball, dancing, fencing, field-track, golf, gymnastics, hockey, rifle shooting, soccer, swimming, tennis, volley ball, hiking and skating. There are special tests such as apparatus, athletic badge tests, first aid tests, stunts and swimming. Unorganized activities include bicycling, bowling, coasting, golf, horseback riding, skating, skiing, swimming, tennis and walking.

For all girls participating certain requirements are made: Passing grade in three academic subjects; sportsmanship; posture; training rules; annual heart examination and participation in team games.



LIGHTED TENNIS COURTS, EVANSVILLE, INDIANA

Further information regarding the point schedule and the work of the league may be secured from Miss Pauline Knapp, 11 South La Salle Street, Chicago, Illinois.

**An Alley Cat Show.**—On January 4th the most plebeian of the feline inhabitants of Baltimore were placed on exhibit under the auspices of the Playground Athletic League and the Baltimore *Evening Sun*. The show was for the common house or alley variety of cat and the more lowly the station of the participant, the greater was his welcome. And so the first requirement was that the cat must not have a pedigree! The second was that he must be clean. There were three classifications: the solid-color type of alley cat, the tabby cat of mixed or striped color and the cat that is any color mixed with white. Under this liberal classification a cat of any shade, however uncertain, might be included.

To the best alley cat a cup was given by the *Evening Sun*; the worst was remembered in similar fashion, although his cup was smaller.

**A "Tacky" Party.**—A colorful affair indeed was the "Tacky" party held at the Glenview Community House in Memphis. Costumes which have not been out of moth balls since the strains of the wedding march ceased were resurrected to bring back the memories of days gone by. The effect produced caused a great deal of merriment.

**Water Sports in Winter.**—One of the winter sports at Dalton, Massachusetts, was the presentation of a water pageant entitled "How Swimming Grew Up," which was staged in the natatorium of the community house. Approximately 300 people saw the two performances which were given and were exceedingly interested in the pageant.

**A Junior Airport in Los Angeles.**—Plans for a junior airport where boys may fly miniature aircraft and have a workshop for repairing their planes have been completed by the Los Angeles Playground and Recreation Department. Hawley Athletic Field has been selected as the site and

the present field house will be enlarged to provide the necessary work space. The equipment will include wind direction instruments and anemometer for determining wind velocity, an inclined platform on rollers and a catapult for launching ships.

#### **A Safety Program on the Playgrounds.—**

In cooperation with the Board of Recreation, the Providence Safety Council last summer conducted on twenty-nine playgrounds a program designed to teach safety practices to children. A series of eight posters was used depicting the serious hazards to be met during the vacation period. These were supplemented by a series of talks on each playground and the wide distribution of booklets contributed by a number of insurance companies which dealt with various phases of the child accident and health program.

It has been the experience of the Providence Safety Council that a program of this kind helps bridge over the break in teaching safety caused by the summer vacation, and has a direct bearing on the accident situation during that period.

**Lighted Tennis Courts.**—One of the first projects of the municipal recreation department of Evansville, Indiana, when the community recreation program became year-round, was the building of three Kentucky rock tennis courts for all year use under the direct supervision of E. P. Kramer, Superintendent of Parks, and the floodlighting of these courts and two clay courts with the Cahill lighting system. The lights were placed on steel towers, forty-two feet above the courts, each court having 4000 watts of light. The courts are proving successful beyond the fondest hope of the recreation department.

**Spirit of Education.**—Through costume and pageantry the history of education was recently staged in Lakewood, Ohio, by the combined Parent Teacher Associations of the city. Two hundred individuals took part in the pageant while 2,000 came as spectators. The history of education was carried through the ancient oriental, medieval, monastic, early English, early American and modern stages. George E. Bickford, Director of the Department of Public Recreation, served as manager.

**Sources of Information on Play and Recreation.**—The Department of Recreation of the

Russell Sage Foundation has made a valuable contribution to the recreation movement in issuing *Sources of Information on Play and Recreation* prepared by Marguerita P. Williams. In compiling it the aim has been to make it not an exhaustive bibliography but a fairly comprehensive, carefully selected list of the more important and readily available books, pamphlets, reports and articles dealing with many phases of recreation. The titles are classified and arranged by sections under twenty-four main sub-headings. At the beginning of each section reference is made by number to other sections containing additional relative material. Copies of the pamphlet may be secured from the Russell Sage Foundation, 130 E. 22nd Street, New York City, for \$1.00.

**The Second World's Fair.**—An editorial in the *Chicago Daily Tribune* this month gives a column to the discussion of the "Second World's Fair in Chicago," proposed for 1933. The editorial points out the likelihood that the old-fashioned type of world's fair such as was held in Chicago in 1893 has lost much of its appeal; that the Philadelphia Sesqui-Centennial was a failure. Increase of travel, increase of invention, increase of education, increase of movies have greatly diminished the appeal of the old-fashioned type of exhibition. The commercial exhibitor cannot be expected to spend money on exhibits which few people will come to see.

The alternative, therefore, suggested by the *Tribune* is to make the Second World's Fair the occasion of a succession of world's championships in sports: Olympic games, world's series baseball championship, international championships in golf, tennis, swimming, polo; the Army-Navy football game; the Yale-Harvard football game; the inter-collegiate rowing championship; the world's heavyweight boxing championship. "The theme of the first world's fair was man the creator, with emphasis on his mind and spirit. The theme of the second world's fair can be man the creature, with emphasis on his physique."

What do recreation executives think of this? Is this a good plan? Is the emphasis placed upon sport and competition by a Chicago World's Fair likely to induce widespread participation all through the country in the events leading up to these finals? Could they be made the occasion for a widespread participation? Or are they likely to be so professionalized and commercialized as to have little value?

# Recreation and the Church\*

By

REV. CHARLES W. GILKEY,

*Chicago, Illinois*

"On Monday she lunched with the Housing Committee,

"With statistics and stew she was filled;

"Then she dashed to a tea on crime in our city

"And dined with the church ladies' guild.

"On Tuesday she went to a baby week lunch,

"And tea on good citizenship;

"At dinner she talked to a trade union bunch,

"There was not a date she dared slip.

"On Wednesday she managed two annual dinners,

"One at noon and the other at night.

"On Thursday a luncheon on bootlegging sinners,

"And dinner on 'War, Is It Right?'

"World Problems We Face, was her Friday noon date,

"A luncheon address, as you guess;

"And she wielded her fork, while a man from New York

"Spoke that evening on 'Social Unrest.'

"On Saturday noon, she fell in a swoon,

"Attacking the 'Youth of Our Land,'

"Poor thing, she was through; she never came to,

"But died with a spoon in her hand."

I take it that the only thing lacking to make that schedule complete for the modern American woman is a luncheon on recreation. That might not have helped her out very much if it had been simply a luncheon to talk about recreation, but if she had come to the Congress here and actually recreated as well as talked about being recreated, perhaps she might have prolonged her life for many years and been of greater service to her day and generation.

Now, of course, that brings out clearly one reason why all of the great institutions of life today, the church included, are being faced with the problem of recreation. The reason is the increasing complexity and intensity of our modern life. We do not need these verses in that maga-

zine to tell us how true that is. Take your stand any day at State and Madison Streets in our own city of Chicago, or in any other American city for that matter, and watch the faces of the thousands of human beings who run or rush past you. How many of those faces suggest any inner peace of mind? How many suggest overstrain, worry, and anxiety? The whole situation today is symbolized by the traffic in the street. The street is no wider than it was twenty or twenty-five years ago, but the number of passers-by and especially the number of automobiles, has increased out of all proportion and out of all reason, and the problem of handling the traffic has become almost insuperable. That is simply a symbol of what is happening to our modern life.

Each of us has no more strength and no more time than our fathers did, but our lives are crowded with more interests and responsibilities, more details and urgencies, than they had to meet. And traffic is jammed not only around us but inside us.

## LIFE COMPLEX—AND MONOTONOUS

Then, of course, there is another reason why this problem has become urgent—not because of the complexity of life but because of the monotony of life. I know perfectly well that sounds like a paradox, but I know I do not need in a company like this to enlarge upon its truth. The specialization of functions, the speeding up of the machine, have made life for everyone of us consist more and more in the eternal repetition of a more and more limited task.

If you say, "That is not true of me; I am a manual worker," nevertheless it becomes true in some other sense in the things that you have repeatedly to do. And, of course, we all know that human nature is like rubber. You can stretch it and stretch it and it will adjust itself to new demands and new situations, but meanwhile the more you stretch it, the tighter it pulls itself. And more and more there is a demand, just like rubber, for a let down, and so because of the in-

\*Stenographic copy of address given at Recreation Congress, Memphis, Tennessee, October 7, 1927



tensity of the strain and the monotony of our modern lives, we are faced with a problem of recreation that no previous generation has ever had. Of course, the church does not escape that situation any more than any other institution escapes it.

At Dartmouth College I heard President Hopkins speaking to the freshman class on the new problems created by the fact that we are so jammed together nowadays, and he illustrated it in this way: In a certain family, a descendant of which was a Dartmouth graduate, they had ancestors of whom they were very proud. Back in 1800 one of them had been one of the first settlers in New Hampshire. Just as the farm was cleared and the farmhouse built and things were settling down, he announced to his wife one day that he was going to pull up stakes and move north. Like any settled housewife, she protested and asked what he wanted to move for. He said, "Thank God the world is not so small that I have to look at another man's smoke every morning." And so he went seventy miles north to a new clearing, where he would not have to look at another man's smoke every morning.

That was American life in 1800. But now, as Mr. Hoover points out, if one of us in the Middle West rises to his feet and begins to swing his arms about, he jostles somebody in Central Europe, so small has the world grown in the century and a quarter since 1800. The instruments of its shrinkage, the things that have made it smaller, are the airplane, the automobile, the railroad, the steamboat, the radio, the telegraph and telephone. They have so transformed our lives that the problem of recreation has become more and more important.

These are changes that affect the church no less than they affect the school or the home, and they are the A. B. C. of the problem of our American life in 1927. The church, like the home and school, ignores them at her peril. If she thinks she is still dwelling in a world where men escape other people's smoke by moving seventy miles north, if she forgets the monotony of life for thousands and thousands of modern folks, and still more, if she forgets the strain and intensity of life as we all have to live it in the year of 1927, she is going to find that she is not dealing with life any longer.

#### A CHURCH TRYING TO STAND STILL

I had a very striking illustration of that this

summer, so fresh and so revealing, that I hope it may interest you as it greatly interested me. With a college mate of mine, and our two families we were cruising in two boats along the Maine coast. We found ourselves fog and storm bound over Sunday in a little fishing village about halfway down the Maine coast.

On Sunday we all agreed we would go to the local Baptist church. I feel freer to tell this story because it is on my own denominational connection. We were five of a congregation of twenty-five in that church. The minister was a dear old man of perhaps sixty and his sermon was on "The Love of Jesus," but after fifteen minutes he forgot his subject and turned loose on some denunciations. The first thing he denounced was the policy of the great foreign missionary boards of our day. I was rather tickled about that because my mate alongside of me was a member of one of those great foreign missionary boards, and I chuckled to myself and thought, "Now he is getting his." But I did not realize what was coming. When he finished with foreign missionary boards, he began to pay his respects to the city ministers, and he singled out three things about which I happen to have particularly strong convictions, for the most vehement denunciations that he could apply. I debated at the end of the services, as to whether I should tell him my name. I did not want him to realize, however, that he had been denouncing to his face a man whom he knew to be identified with all of those things, so when he came up at the end of the service and held out his hand very warmly to me and said, "My name is Packard," I could not have told him for a hundred dollars what my name was. So he does not know to this day that he was talking to another Baptist preacher and had given him a "bawling out" in his sermon.

But that is not the important thing about the sermon. In the course of it, he told us that whereas thirty years ago when he came to that church there used to be in the congregation every Sunday five hundred people who came from all the surrounding towns, that Sunday there were just twenty-five of us in that church and five were visitors.

As one listened between the lines of that sermon one could see the whole story. The life of that little Maine fishing town had been transformed in those thirty years. No longer did the fishermen go out and pull their lobster pots with the aid of precarious breezes; they went out in

motor boats. When the sun had set, there was a movie show right up the road every evening, even for that little village. There were radios in half of the houses up and down that little street and there was an automobile for almost every house. On Sunday you could take the family for a ride as well as go to church. These changes in the life of that little community had transformed its social relationships in those thirty years. But the church was still going on and doing the same things, preaching the same language and thinking in the same terms in which it had been thinking thirty years ago. The life of the community had changed; the program of the church had not changed, and the result was that the church was no longer a formative or controlling influence in the life of that community. That is what always happens when conditions of human life change and institutions of human life do not change with them. The church is as subject to that law as any other institution of human life.

The church does not live and work in a vacuum and especially the young people with whom it works do not live and work in a vacuum. And so long as its constituency is exposed to these conditions of life of which I have been speaking, the church cannot ignore the resulting desires and the urgent demands for recreation. It is faced with the problem of recreation and the question comes up: What shall it do about it? It is an inevitable question for the church of the twentieth century.

#### THE CHURCH RELATED TO RECREATION

Now, when the church is thus faced with this problem, it immediately begins to make two or three discoveries that seem to be of the greatest interest and importance. The first of them is that the church and its specialty—religion—is not so utterly unrelated to recreation as we sometimes think. Nobody can read the Old Testament, for instance, with open eyes, and not discover every few pages, plain evidences of some ancient historical kinship between religion and what we now call recreation. The dance in the Old Testament was a sacred ceremony. Music in the Old Testament was sacred. It was then and has always been at least a kin of religion. Everybody who knows the history of the drama knows that that kinship is very ancient and very deep between the drama and religion.

These plain facts of history, that the dance was religious, and that the drama was probably reli-

gious in origin, and music has from the very beginning been bound up with religion—these facts all point to some inner and psychological kinship between the religious attitude towards life and the attitude towards life that is cultivated by healthy and constructive play.

It is a very interesting fact that some of the best recent thinking about the nature of religion, its peculiar contributions to human life, and that attitude toward life which is distinctly religious, is more and more bringing out these ancient elements of inherent kinship.

Those of you who have ever found time to read that great classic—*The Meaning of God in Human Experience*, by Professor William E. Hopkins, will remember the emphasis which he lays upon the principle of alternation between work and relaxation, between active out-going and passive receiving, as bound up with the very nature of religion.

In what I personally regard as one of the most remarkable books on religion that has yet appeared in the twentieth century, a book by Canon Streeter of Oxford, with the one word title *Reality* he deals with the recent thinking about religion, and if you are interested in the best of the recent thinking about religion, and have only time to read one book, I heartily recommend that to you as the one book to read. In that remarkable book, Canon Streeter points out that religion, like art and like humor, is concerned with the appreciation of the values of life and that therein lies its essential nature, hence its symbolic quality, hence its relation with all of the arts, and hence, as he might equally well have said, its kinship with play. And what we might thus establish, as an intellectual argument, I think, if there were time to do it, is strikingly illustrated when we come to great figures of religion.

For the Christian religion, of course, the supreme embodiment of that religion is Jesus, himself. One does not have to read very long in the New Testament to have the deep and instinctive conviction that there are elements in the character of Jesus that perhaps our modern world has not yet fully appreciated. Plainly, he was a man who loved nature. No one would have spoken about the lilies of the field, no one would have spoken of the solitude of the desert, unless he loved those things. Jesus was also a lover of children and the children loved Him, and when one senses the inner meaning of Jesus' references

to childhood and the childhood attitude towards Jesus in the Gospels, one becomes sure that Jesus was the kind of man who knew how to play with children and whom children instinctively recognized as someone who sympathized with and shared their attitude toward play.

"I wish that His hand had been laid upon my head;

That His arm had been thrown around me,  
That I might have seen His kind look when he said,

'Let the little ones come unto me.'"

The man about whom that was written was a man who not only understood children but shared children's interests. There is a deep hidden kinship there that we are only just beginning to understand and discover, and from that very fact there follows the last point on which I wish to lay stress tonight.

#### A WORKING ALLIANCE BETWEEN RECREATION AND RELIGION

Not only must the church face the problem of recreation and in so facing it discover a deep kinship between what recreation does for human life and what religion does for it, but, finally, this alliance between recreation and religion is not simply an inner kinship. It is a working alliance. It is a common task.

A few weeks ago in the pages of the British weekly journal of opinion, the *New Statesman*, I stumbled across an interesting letter from the poet, Robert Nichols, written after a two-year visit to America, in answer to criticisms that had been very much present in those same columns in recent months. There had been the familiar one that we Americans are just dollar chasers who have sold our souls for our prosperity, who care nothing about anything but commercial standards and can measure our standards or appreciation in nothing but the terms of the dollar sign.

Said the poet, Robert Nichols, "I meet that steadily in conversation wherever I go in London, but I am convinced after two years in the states that it is not so. There is idealism enough in American life and lots of it; the real difficulty in American life is the comparative divorce between its idealisms and its actual activities, and the face that divorce arises not from any lack of soul, but from the failure to develop a spiritual technic, and that failure to develop a spiritual technic grows out of the fact that Americans have not yet fully realized the interdependence of the material and

the spiritual aspects of life." He concludes by saying, "The result is that American idealism expresses itself in a lot of fine talk that never gears itself to actual living, and American materialism expresses itself in a great deal of rough and ready acting that is comparatively unrelated to all of this fine talk. The supreme need of American life is not as is so often said, more idealism or more soul; it is the perfection of a spiritual technic that shall learn to make idealism a driving force in practical life."

With that as a very suggestive clue, I should like to say in conclusion that the one great common task that the church and recreation have is the recognition that the determining factors in life shall not be so much the things we talk about as the things we habitually do. We used to think it was enough if our theology was all right, or our preaching was good, or if our confessions of faith were at once orthodox and earnest. But we have had to realize in the last ten years of disillusionment that it is not enough to talk about unselfishness if we are living in a world dominated by self-seeking, because unselfishness will either be asphyxiated and die in that atmosphere, or else it will go off in a corner and begin to live in an unreal world and spend itself in talk.

#### A COMMON TASK

It is not enough to talk about good will if you live in a world dominated by the fear of war and the attitudes of war. Good will in a world like that will sooner or later become unreal or will lose its vitality.

It is not enough to talk about character in a world whose recreations are dominated by low standards. The atmosphere of such a world will ultimately poison character no matter what you say.

That, of course, is the fundamental reason why the Christian religion has to throw down the gauntlet to all war; has to face modern industry with its demands that sooner or later it be placed on a service instead of a selfish basis, and has to face the problem of recreation.

Religion itself will never keep its vitality if it satisfies itself with fine words in an atmosphere of unrest while people live in another world altogether.

Dr. Fosdick in his great sermon last spring on "Cynicism as the Real Problem of Modern Life," was right on the head of the nail of our modern spiritual problems when he pointed out that the



reason why our morality has grown flabby and the reason why our spirituality has grown weak, is because most of us live in a world where the prevailing outlooks and standards are those of cynical disillusionment with men shrugging their shoulders and saying, "What is the use?" Religion cannot leave mankind to have its recreation over here, while over on this side religion talks about being good, kind and decent. The two worlds must be made one.

Then religion and recreation have this in common, that they are both discovering that one of the most important things about any activity is the atmosphere in which it is done. We all know that it is native to youth to play, and because play is an instrument it follows at once that the people with whom and under whom the younger generation play will have more influence over its actual formative and constructive ideals than those who lecture it, or those who in the class room instruct it, or those who in the pulpit exhort it.

If you want a real check on that, go into any school or college and find out where the governing moral ideals and spiritual ideals of that school or college come from. You will find that the football coach has more to do with them than any other single man.

To be sure the church wants intelligent ministers to preach to the younger generation and needs trained Sunday school teachers to instruct the younger generation, but it needs more play-mates and play leaders of equal training and character and all of its preaching and instruction will not be sufficient unless it has them. Of course, then, the church has a great stake in recreation.

But there is a final thing which the church and recreation have in common and which those of you who are personally interested in religion will quickly recognize. If America is ever to realize that there is more to life than just play, it can only be taught that lesson by those who recognize that play itself is a natural and important part of life.

There is a queer one-sidedness about our American temperament. Spiritually speaking, we are "one-eyed." We see only one thing at a time and we see only one side of that. We tend to over-do everything. We took up bicycling thirty years ago and rode it to death and then dropped it utterly. Other nations are still riding bicycles when they cannot afford automobiles. But who in America rides a bicycle any longer? We did with the bicycle as we do with everything else. At first

we overdo it and then we finally react against it.

We over-do the automobile to such an extent that we are losing the use of our leg muscles. We over-do the radio to such an extent that we will sit for hours listening to bad music if it comes a thousand miles. We will listen to pure bunk if it is broadcast two thousand miles and yet we would not go around the corner to hear good music, and the man who has something worthwhile to say in the hall down the street is lacking an audience. Why? Because we have gone daffy over the radio.

That same national tendency is one of the great problems of a generation that is taking its recreation as hard as we are. In our reaction from the strain of life, in protest against the monotony of life, in our expression of the socialization of life, we are mad about recreation.

The only people who will be able to help the American people recover their perspective and poise and keep play what God meant it to be, one of the great re-newing, re-invigorating, expanding and enriching parts of life—the only people who will be able to do that are the people who, whether they be religious people in the church or play leaders in recreation, have seen something more to life than simply play or work, because "all work and no play makes Jack a dull boy," and all play and no work makes Jack a big shirk.

The great goals of life, the great objectives that make life worthwhile, on which religion lays hold and of which it tries to show men a vision, will include play but they will transcend it. I take it that it is for you who lead in play and us who work in the church, both of us, to be sure that we do that. And if you want religion's ancient statement in symbol of the truth of that, I can give it to you in a very familiar text that is worth thinking about a good deal.

"In Thy presence," says the Psalmist of God, "there is fullness of joy. At Thy right hand there are pleasures for ever more." There is all the richness of life that play and pleasure have to contribute as part of religion's vision of God, but along with that vision of religion as it is best for human life there is more than a vision simply of pleasure or even of play; there is a vision of work, there is a vision of sacrifice; there is a vision of something supremely devotional, and if we are to keep that vision for American life, it will be important for us all to see that there are included in it, but not exclusive in it, those values for which you and your enterprise stand.



# Aeronautics\*

By EDWARD T. WARNER,

*Assistant Secretary of the Navy*

One of the first, and one of the most obvious obligations which is laid upon those who are directing recreation work, is to fill in by conscious forethought and deliberate planning those games which have been left out in the training and the experience of youth by the change in our American life in the last two or three generations.

Dr. Gilkey spoke of the era in which it was possible to move a few hundred miles away to escape the unpleasant congestion which resulted from one man's being able to see the smoke of his next door neighbor. We have passed in a comparatively few decades from a primarily rural community to one very largely urban. We have passed from a state of subdivided and separated village industries into a very highly industrialized condition with industries centered in and around large cities, and things which were a normal part of the experience of every boy and girl in those early stages of American life, are no longer a part of their experience, unless deliberate provision is made for them in the educational or recreational system.

It would have been inconceivable, a few decades ago, that any boy could have grown up without having a considerable knowledge not merely of the use of tools in one or two standardized processes, but of the use of a wide variety of tools and instruments, and familiarity with a wide variety of operations. But today were not manual training courses in existence and certain playground activities, it would be perfectly possible for a boy to grow into manhood without knowing anything at all about the use of his hands or handiwork.

The second aim, which seems to me almost equally fundamental, is that in all of this recreation activity there should be something beyond, and there is always something beyond, the immediate aim of occupying time which might otherwise be spent in harmful fashion.

Admitting that the first function of the playground, of organized recreation, is to keep children from dangerous or harmful employment of their spare time in the streets or elsewhere, we

can go on from that any say that recreation should have some further aim, that it should lend itself to strengthening the body, or to training of the hands, or to the preparation of the mind for new and more varied employments. And with that is the general aim of education which must very naturally spread over into the recreation and playground work.

It is only a short time, as history is measured, that those who wished for marvels had to turn to the realm of fiction and fantasy. An escape from the commonplace things of daily life was made through the realm of the fairy story of the fantastic creation of an imaginative writer. But within the past two or three generations we have seen the development of our physical surroundings, we have seen the development of inventions and science which have created marvels far beyond the imaginations of the most fantastic writers of a few years ago.

It seems to me that the effort which this association has been making to stimulate the interest of youth in the building and flying and designing of model airplanes is a particularly commendable activity.

## RECREATION SHOULD FILL THE GAPS IN LIFE EXPERIENCE

To return to what I mentioned at first, the filling in of gaps which would exist if no conscious effort were made to fill them, although they filled themselves in the days gone by. There was every opportunity, and more than that, every temptation, not very many years ago, for the average youth to exercise the instinct of contrivance and the impulse to invent, to devise new methods of doing things. He often had to devise new methods of meeting emergencies and to find an outlet for that instinct of contrivance is a very important matter. Of course, such an outlet has to comply with certain specifications in order that it may be successful and fitted to its purpose.

If we are to set boys and girls to work upon a piece of machinery or upon a design or construction which permits them to exercise that natural inclination to invent or originate, we must

\*Stenographic report of address given at the Recreation Congress, Memphis, Tennessee, October 7, 1927.

first find some device to be constructed, some device upon which they may employ their time which is not so complicated as to be hopeless and discouraging for the novice, and yet complicated enough to demand or invite real originality and mechanical skill. We must find employment for the hands and mind which does not involve any appreciable danger, which does not involve undue expense and which does not require any extraordinary amount of highly specialized mechanical equipment.

If we need evidence of the widespread existence of this desire to invent, to construct, to contrive, and of the degree to which it has been repressed and the eagerness with which it breaks from repression when an outlet is offered, we have only to look upon the history of the radio. We have only to recall a few years ago when broadcasting began and when young men and young women by the thousands and tens of thousands who had never had any opportunity for mechanical employment and had never thought of themselves as inventors or engineers, turned to the radio as something which required no great mechanical skill, which could be carried on in the home without elaborate machines or tools or equipment and which—and this is very important—when it was completed gave an interesting result. If invention and construction are to be exercised, it is important that when the article is completed it performs, it works, and does something that is intrinsically interesting.

#### MODEL AIRPLANE BUILDING DEVELOPS A SCIENTIFIC ATTITUDE

The airplane models which so many of the boys and girls of the playgrounds have been building and trying out during the past few months, meet all of those specifications. There is no elaborate equipment needed and not much time is required. The expense is not large and while the work requires care, it is well within the range of the mechanical skill of the average high or grammar school student. And, furthermore, the building of airplanes is allied to a present day art, the art of transportation. It is a branch of transportation, which so far as my experience indicates, has an inherent, romantic appeal to almost every youth.

It has long been the case that there is something peculiarly attractive about the idea of going from place to place. Sixty or seventy years ago the boys of the inland cities used to go down to

the stations to see the trains come in. There was something peculiarly magic in the rails, those strips of steel which extended into the distant horizon, and more people began to travel, more goods began to be moved than had ever been dreamed of up to that time. On the sea coast, at the ports on the Pacific and Atlantic Coasts, the boys of those cities went down to the docks to see the ships come in and depart, to see them load and unload. And when the charm of the sea, the smell of the salt air became too strong, they frequently ran away to sea themselves.

Transportation has been highly organized now. There are few boys who live near the docks, and they are not particularly welcome if they decide to visit those docks. And the same is true of the railroad stations. High speed transportation over the highways has become commonplace and has robbed the railroads of some of their thrill for the growing boy.

But transportation through the air still has that romance that used to be attached to travel over the sea and over the land. There is still something new about the idea of flying, even though it is no novelty at the present time, that seems to appeal to the spirit of growing lads. It appeals to them still more if they have a chance to participate in it themselves by the building of models which work upon the same principles as the full-sized planes which pass over their heads, and perhaps even still more if the opportunity is given them to go to airports and flying fields to see something first hand of what is going on.

I am sure that the managers of air lines and airports will be very glad to cooperate in showing boys and girls of the schools and playgrounds what airplanes are and how they work, and let them get a close-up view of the machines and of their actual working. There are European countries where it has become part of the school curriculum to make periodic visits to airports and sometimes to factories engaged in the manufacture of various articles and commodities, in order that there may be understanding of what is going on in modern life.

But aviation as a recreational activity does not have to stand upon any romantic appeal. There is another side of it which appeals to me, and that is this. In the building and experimenting of model airplanes there is not only an opportunity but an incentive for acquisition, without its acquisition being realized at the time, of the habit of employing scientific methods and of practising

what the scientists call research, although the boy working on his model of an airplane need never know it by that name.

In order that results may be secured with these models, and the same is true with boats or radio or other things, it is necessary that there should be a logical procedure of building and modification, of trial and modification and repeated trials and modifications, and careful observations of what has happened and deductions so far as possible of why it happened as a basis for further experiments. That is what all boys building models of any kind are doing when they build successfully. They are getting away from guess work and are making consistent approach to the facts.

It is peculiarly important that that habit of employing scientific methods, that that habit of consistent approach to a desire to eliminate one uncertain quality after another, should be acquired in very early youth. We know that many things are learned more readily before we reach the stage when habits are formed. It is easier to acquire accurate habits, proper habits of experimenting and seeking particular results in early youth than it is after graduation from college, or, for that matter, during a college course.

#### YOUTH SERVES IN SCIENCE

If we look upon the history of science and invention we find that the enthusiasm of youth, the fire of youth, have played an important place in that development. If we look over the great inventions of the past we find that a very large proportion were made by young men—men in their twenties or early thirties. The first successful airplane ever built was the product of the experiments of two young men who were barely past their twentieth birthdays when their machine made its first flight.

The same is true with respect to inventions and designs in connection with automobiles, and to improvements in ships and machinery of all sort. We need the services of youth and yet we have passed the time when it is possible to start right off to invent with no preliminary preparation. The background has become too complicated; there is too much that has to be learned in advance. If all of the years of youth be devoted to a study of one thing after another, the picking up of bits of knowledge here and there, the time when this knowledge can be most effectively used, the time when the inventive instinct runs highest and can be most successful, will have passed.

There is a story of Alexander Hamilton, who, upon his retirement from his revolutionary activities, undertook to study law, a study which even then took something approximating the three years that it now consumes, and he completed that study in eight weeks. Hamilton's biographers, commenting upon that amazing feat, say that to Hamilton the law came not as a large collection of rules to be learned by heart, but as the discovery of a single coordinate body of principles coming as a happy inspiration.

Now we can hardly expect knowledge of science, of mechanisms, of the principles of invention to come as a happy inspiration, nor can we expect that they will be discovered overnight or in the course of eight weeks. But we can expect that very much effective work can be done by those who, instead of trying to learn things one at a time, trying to pick up a bit of knowledge here and another bit in some other field and putting them all together, have been put in a position by their early experience, whether it came in the form of formal education or play, to approach their problems by a proper method, by the method which is designed to take them in a consistent, straight line toward the results they expect.

The building and flying of airplanes, it seems to me, is likely to inculcate in those who experiment with the art, those habits and practices which increase the skill of the hands and mind, and which will prepare them better to use any detailed information that they may later secure.

I am interested not merely because I am so enthusiastic for aeronautics, not merely because I am anxious to see young people interested in aeronautics, or "air-minded," as the phrase has come to be known, but because the building of these machines or of other working models which can be better developed after a process of repeated experimenting, will lead to, will help toward success in later life in whatever field they may enter.

If you who are in charge of the recreation work, the playground facilities and recreation facilities throughout the nation can do anything in your work that will lead boys and girls to work scientifically, to employ without knowing it, laboratory research to seek the answers to their problems; whether you secure that result you are after by starting them on model airplanes or other mechanisms, you will be rendering a decided service to the particular children who come under your direction and to your country and to the world as a whole.



## Messages to the Amateur Airplane Tournament

In connection with Assistant Secretary Warner's address at the Recreation Congress and with the Model Airplane Tournament, a number of messages were received from famous airmen and officials connected with the promotion of aeronautics, a number of whom served on the committee in charge of the tournament. Some of them follow:

From Commander R. W. Byrd

"I am tremendously interested in the National Playground Miniature Aircraft Tournament, that the Playground Association is going to hold at Memphis.

"I am greatly disappointed that I cannot be with you and only the most urgent matters are holding me.

"Since the wonderful work, which, as a member of the Navy Department Commission on Training Camps, I saw the Playground Recreation Association do during the War, I have taken a big personal interest in your activities, and knowing the very efficient and helpful way in which you have progressed and accomplished your mission, I am sure that this airplane tournament is going to be very beneficial and interesting.

"I would appreciate your giving to the young people concerned a message from me. I want to wish them a successful and pleasant occasion and to tell them that Aviation of the future is what the young people will make it, and that their efforts are sure to help the progress of Aviation.

From F. Trubee Davison, Assistant Secretary of War

"Regret exceedingly my inability to attend the Model Aircraft Tournament. I believe the interest in aviation instilled into the youth of our country through the flying of model aircraft built by our boys and girls will have a tremendous effect on American Aviation not alone in the future but also today. I extend to the participants in the tournament my heartiest greetings and hope that all their planes will have happy landings."

From Orville Wright

"I should like very much to be present at the Miniature Aircraft Tournament next Saturday, but other engagements will prevent my attendance. I hope the tournament will turn out as successfully as was anticipated."

From Wm. P. MacCracken, Jr., Assistant Secretary of Commerce for Aeronautics

"I regret exceedingly that it will not be possible for me to be with you in Memphis.

From Porter Adams, President National Aeronautics Association

"National Aeronautics Association send cordial greetings to your meeting. We are grateful for all you have done and are doing to interest youth of America in aviation development and hope you will continue and expand this work. I am proud to have been associated in this splendid effort and only regret that conditions in West make it impossible for me to be personally present. Please count on our cooperation and help whenever possible."

## Playground Children Greet Col. Lindbergh With Music

When Colonel Charles A. Lindbergh visited Los Angeles on his tour of the United States, forty musical organizations were stationed at various points along the line of parade to entertain the waiting throngs and to play as the famous airman passed. Three of these organizations were from the municipal playgrounds—the harmonica band, playground band and massed ukulele clubs.

Because of the importance which the Recreation Department places upon ukulele clubs as a primary step to music appreciation, the methods used in developing these clubs are thorough. For the first three meetings of the ukulele groups an expert teacher with playground experience acts as leader. During this period she selects a volunteer leader and assistant, and subsequently various leaders receive instruction together, thus lessening the work of the teacher and providing for a city-wide future leadership. The Department furnishes weekly lesson sheets to the clubs without cost. Music companies have been generous in price reduction to members of playground organizations and cheap instruments and free instruction have made it possible for scores of boys and girls to participate in the music program.

The work of the numerous ukulele clubs has been recognized as a means toward bringing out latent musical talent and as furnishing a starting point for more serious endeavor.



## With the Recreation Executives II\*

R. D. Evans, of Fort Worth, Texas, discussed the question, "The use of property not belonging to the city or under the jurisdiction of another department of the city."

MR. EVANS: The department was organized five years ago with the help of the National Playground Association, and we have been working under the impetus they left with us. Today we feel very proud of the standing we hold in our community. Under the last election and bond issues the recreation department was given \$107,000.00 from which we have built a large recreation building with swimming pools and wading pools. We now have under advisement the building of a large municipal camp that we shall be able to build through a similar bond issue, we hope. In fact the recreation department has already endorsed the proposal and we are making a study of municipal camps.

When our department was organized, it was realized that property was to be one of the main factors in putting over a program, and through the close cooperation of the park department, we are able to use all of the parks. There has never arisen a time when we have not had their permission to carry on the activities we saw fit. We use the park baseball fields, tennis courts, playgrounds and about anything else we need.

Another type of property we use that does not belong directly to the recreation department, school buildings and school grounds. We use the school buildings by consent of the school superintendent, with this understanding—and I think it is the most important of the whole agreement—that we will keep their premises in as good shape as they keep them themselves. For instance, if we break a window, we pay for it and replace it. When we use water, we pay for it. We keep the grass mowed. Anything that pertains to the maintenance of the grounds, particularly large athletic fields, we pay for, as well as the wages of a ground keeper during the summer. Their gymnasiums have been great factors in the promotion of our work, as we use them for community centers and the promotion of league games, such as basket ball and baseball.

The third type of premises we use are private grounds for baseball fields and croquet courts,

and there are in two or three instances, tennis courts. We have given considerable impetus to tennis in our city. There are 20 courts maintained by our department and they are insufficient to carry on the programs. People who have built private courts have turned them over to our department; we maintain them at our expense and issue permits on those courts just as we do on the other grounds.

A fourth type of ground or property that we use is that belonging to private individuals. The Montgomery Ward Company has a large strip of land about its buildings. Before we had an organized program in Fort Worth, they kept the grounds in fairly good shape at their own expense. Our department secured permission to use the grounds. Since then we have maintained several baseball diamonds, tennis courts and croquet courts on this property with the understanding that we keep the grounds cleared and the rubbish burned, and all the premises in such a condition that they will not bring any reproach upon the Montgomery Ward organization. I mention this particularly, because it is the largest property we have anything to do with.

There are other organizations that permit us to have horse-shoe courts, croquet courts and areas for the smaller games, such as volley ball on the grounds contiguous to their buildings.

The fifth type of property used in our city is owned by the Recreation Department. Out of the bond issue we bought some land to build a recreation building, which might be termed in some places, an auditorium, but we do not care to call it that, because it has a seating capacity of only about 3,000. It was built primarily for athletic purposes. That property is owned and directed by our Department and we are very proud of it. We feel it is as the result of the direct use of property that we did not own, that the city permitted us to build some facilities belonging to us.

A problem discussed here this morning which has been very much before us is that of the churches. There is a growing tendency in our city for the churches to turn over their buildings to our department. We are very proud of the fact that the people who have had trouble in conducting their church recreation activities have

\*Report of meeting held at Memphis, Tennessee, October 3, 1927. See January PLAYGROUND for first installment.

found in us an organization that is able to give them real support, handle the situation and take the responsibility off their shoulders. We take a great deal of interest in this work. We have sent leaders into the churches to teach games and show people how to play. This in turn is reciprocated by the churches in turning over their plants and gymnasiums in their buildings for our purposes. We maintain leadership and pay for the privileges used. In one case where we use the church swimming pool, we pay for the water and supervise the activity. We have been very, very careful since the time we have taken over these grounds, to make sure that they were handled in such a manner that left no reproach upon the department we represent.

MILDRED A. FOULDS (Woonsocket, R. I.): We have an unusual situation in that we have practically all French speaking people who are rather difficult to get at in the way of recreation. This summer for the first time, one of the churches allowed us to use one of their grounds as a recreation center, and we equipped it and maintained it throughout the summer. That church is now one of our best friends and willing to do everything they can do for us.

AUGUST FISCHER (Winter Haven, Fla.): A point that should be brought out is that we cannot afford to spend all of our own money and we must have some substantial facilities to assist us. The small cities are rather lacking in these, and the use of properties belonging to other groups is one way we can get them at very small cost. In Winter Haven, I went out and got six such properties, and we maintain them with the result that we have much greater interest.

CHARLOTTE STEWART (Salt Lake City, Utah): I think Mr. Evans hit the nail when he said the principal thing to be borne in mind when using other people's property is to see that you take good care of it. Our experience in Salt Lake City has led us to go even a little further. We find that when we have the school employees and others who do janitorial work, help us, the Board pays them for their services. We have also extended our tennis facilities by installing immense courts.

August Fischer, of Winter Haven, Fla., discussed the question, "What is a reasonable budget for an individual playground?" A questionnaire was submitted to a large number of cities. The data given here is a cross section of what the result of the questionnaire was.

The major item of any playground is the one of leadership, and necessarily so. Salaries vary some, but they have been fairly well standardized throughout the states. The south, particularly Florida, and the state of California, pay a slightly higher rate. The salary scale is as follows:

Play leaders—\$60 to \$115.00 per month.

Average \$100.00

Asst. Play Leaders—\$60.00 to \$80.00 per month.

Average \$75.00

Supervisors—\$150.00 to \$280.00 per month.

Average \$180.00

Specialists—\$125.00 to \$250.00 per month.

Average \$200.00

The salaries for women doing the same work as men are approximately 20 per cent below that which men are being paid; in very few instances are they paid the same. The salary rate for women workers is also well standardized.

Specialization on playgrounds such as handcraft, dramatics, music, swimming, is playing a major part in the activities of the playgrounds and these activities are taking a larger share of the budget than ever before. The playgrounds without a handcraft specialist are few, and where funds are available, but must go a long way, money is put into instruction rather than materials. In these cases the children furnish their own materials. All playgrounds have their handcraft specialist; next in importance comes drama, and then music.

The cost of materials for handcraft, where they are supplied by recreation departments, goes all the way from \$10.00 to \$38.00 with an average of \$27.00. It is considered advisable that as communities learn more of what recreation departments are accomplishing in handcraft, children shall be depended upon to supply their own materials. In all cases where specialists are employed, the salary scale goes up and it is quite evident that this part of the playground budget will be an important one. Just how far this can be carried is a question for discussion at this meeting.

Upkeep and repair of facilities in a majority of cases are being satisfactorily met. A happy situation seems to exist between park and recreation departments. Park departments seem quite satisfied with the activities that are promoted by recreation departments and are anxious to cooperate. Where this condition exists, the problem is solved. In other instances, cost of upkeep is a very varying amount and depends largely

upon physical conditions. It goes anywhere from \$10.00 to \$300.00 per playground, with an average of \$90.00. Where playgrounds are kept up this item is not of great importance but it does become a considerable item if the properties are neglected for any length of time. Caretakers are supplied by the park departments.

Perishable equipment, such as balls, bats, nets, are furnished for children. This item is also a varying one and goes from \$30.00 to \$200.00 with an average of \$65.00 per playground. With wise leadership, where balls are immediately sewed when stitches break, and where care is given equipment by the children, this item does not loom large. Carelessness will cause this cost to mount and it is here that the good play leader earns what little extra the superintendent can pay him or her.

The question of apparatus is of greatest importance. It is a problem of itself and should hardly be included here. Each playground where apparatus is to be installed must be dealt with separately. Indications are that many recreation systems install or replace apparatus upon one or two playgrounds each year. And where the item of apparatus is considered, it runs all the way from \$50.00 to \$500.00 per playground, with an average of \$225.00.

Using the figures obtained from these questionnaires, a budget for an individual playground would be as follows: (These figures do not include the administration expense of the superintendent's salary, office or transportation expenses. I might also state that this estimate is based upon a ten weeks' program.)

Play Leader—\$100.00 per month.....	\$250.00
Asst. Play Leader—\$75.00 per month..	187.50
Specialist—pro-rated—\$200.00 per month .....	25.00
Handcraft Materials: crepe paper, equipment, raffia, wood, plans and patterns.	27.00
Perishable Equipment:	
Balls, bats, nets.....	65.00
Upkeep and repairs.....	90.00
New Apparatus .....	225.00
Incidentals—necessary stationery, cards, books, ribbons, first aid kit.....	50.00
	<u>\$919.50</u>
Without assistant play leader.....	187.50
	<u>\$732.00</u>
Without play leader and apparatus....	225.00
	<u>\$507.00</u>

Here are some of the outstanding questions: How far can we go in employing specialists in handcraft, drama, music?

Should children pay for their handcraft materials?

How much of the budget should be spent each year for new apparatus?

MISS FOULDS: Most children have enough money so they can pay for their handcraft materials, even among the poorer children, because they always seem to have enough money for moving pictures and candy. We have found out that if they really are interested in handcraft, they generally find the money to pay for it, even though the family does seem poor. That seems to be true with anything.

ROBERT E. COADY (Cincinnati, Ohio): We wanted to initiate handcraft activities on the playgrounds, so we brought the proposition before the Playground Mothers' Club. The budget we estimated for that activity for the summer was apportioned each individual club and the mothers came forward and paid their share of the cost of the material.

MR. FISCHER: Some of you are furnishing tennis courts, baseball diamonds, and the like without cost to the players. Why do you charge a child for handcraft material?

W. C. BATCHELOR: Why should handcraft activities on the playground be different from similar activities in the public schools? Where you are providing a considerable amount of material for basketry, for instance, or for some activity that runs into a lot of money for material, you might charge for it, but for the rank and file of ordinary handcraft activities in the public schools, even for large projects like manual training, the materials are provided.

MR. BREWER: I think the whole question can be summed up in the principle that if you furnish this material free you are giving something to the child that comes as a result of using public tax money for the individuals, and it comes in the same category of municipal expenses as furnishing meals. As to the question of playground balls and bats, you furnish them for the whole playground and you are furnishing handcraft material for only one group of children.

I think there is an opinion among a great many that if the child makes something which he can take home, he should pay for the cost of the material.

A. E. GENTER (Pontiac, Michigan): I think



there is another question to be considered. When the material is given to children, they are usually more wasteful of it than they are when they have to pay something for it.

W. T. REED: In Muncie we did not know whether we were going to have handcraft or not, so I put it up to the board and they came back at me like this: "We are furnishing balls and bats, so cut down a little here and there, and put the handcraft in." There were some children who could afford to pay for handcraft materials—a dime or a quarter—and at the end of the playground season the little surplus helped pay for the handcraft material. About fifty per cent of our handcraft material was paid for in that way.

MR. ROGERS: Have any of you tried this method? Where the child pays for something he can take it home, and if not, he leaves it with you and some time during the year you can sell those things for what you can get.

MR. GENTER: We have an exhibit at the end of the season and those who want to buy their baskets or other things that they make, can do so. We try to dispose of those that remain.

MR. ROGERS: I had a little experience along that line, working on the principle that when a thing was completed it was more desirable. I found that almost every article was purchased by the child or the family. We also made a little profit—about 20 per cent on the raw materials which went back into the fund.

MISS FOULDS: Handcraft is something tangible and children can give the products they make away, but they cannot very well take baseballs home—at least we do not approve of their taking such equipment home. But does not the child in handcraft take home something more than the material that went into the product?

MR. ROGERS: While we are talking about handcraft, we have music and dramatics, which to my mind are larger sources for expenditures than handcraft. Should the child pay for these? The same principle would carry over, would it not?

MR. FISCHER: Here is a question that I am interested in. How can we go about it to afford specialists in handcraft, dramatics and music? I think we encounter a lot of criticism sometimes because it appears we are spending too much money for leadership and specialization. We have to justify that in many cases. I am wondering what the experience has been along that line.

MR. REEVES: It might interest you to know

what we have done for the first time, this year in connection with music on the playground. We had a man qualified to teach the children how to play the ukelele. The question immediately before us was in regard to providing for the children these instruments which ranged in price from two dollars to four or five dollars for a good instrument. Most of the children whom we wanted to reach had never played an instrument, but we decided that they would play these instruments if we could arranged to provide them. We also realized in providing the instruments that we would encounter a great deal of criticism from the city fathers.

We went to our Playground Mothers' Club and placed the problem before them. We said we knew the children could not pay for the instruments, and asked them as playground mothers if they would be responsible for so many instruments on their ground. They did that. As the children began to play, we organized a master class of the best players and as soon as they were able to play three tunes and sing to them, we put those children in our traveling theatres and told the crowds that these children had never had lessons except those they had received on the playgrounds. Then as soon as they could play better, we took them to WLW and they broadcast. We explained to the people of Cincinnati what we were trying to do, and up to the present time we have not received any criticism about the incorporation of a musical program in our playground system.

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Mr. Rogers, chairman, asked for general discussion of the subject, "In general, what is an adequate public recreation budget? Is there any minimum per capita or per assessed valuation unit?"

MR. BREWER: If we go into the mill tax on assessed valuation, we are running into difficulty, and if you have assessed valuation it takes an extensive program to put such an item across. People are becoming alarmed about increased taxes and unless you have a very thorough organization and a well organized election, you are jeopardizing your whole recreation program, because the appropriating bodies, if the mill tax is defeated, think that people don't want recreation anyway and want to cut it out. We might endeavor through appropriating bodies to get at least one cent out of every dollar which the individual taxpayer pays into the city treasury.



In most of the cities the tax rates vary—there is a difference in valuation and in the tax rates, but it is my feeling that an approximate budget in any city would be one cent out of every dollar. That includes your maintenance. Your capital cost and bond issues should be a separate item. I am speaking of maintenance only.

MR. HJELTE: We have in Los Angeles, four tenths of a mill out of \$1.25. The tax for all general purposes is \$1.25, of which 7 cents goes for parks, 7 cents for libraries, and 4 cents per hundred dollars assessed valuation for the playground and recreation department. Some Pacific Coast cities are spending on park and recreation work as much as two dollars per capita per year.

I would like to reply to what Mr. Brewer said concerning the millage tax. I don't think you would jeopardize your program or your financial support by going to the voters and asking them to support a proposition whereby a certain millage tax automatically would go to supporting the playground and recreation department.

Our total for playground and recreation purposes is \$1,680,000—for operation and maintenance purposes. We are devoting some of that to the purchase of equipment, and we have been able to increase our property and program tremendously under this plan, so much so that a year and a half ago we had only nine municipal playground and recreation centers in operation and now we have thirty-five. Before this fiscal year is over, we shall probably have forty. If any attack is made on the taxation for the support of these departments, I don't think we need have any fear for lack of support of the voters.

MR. NASH: The Municipal Research League last year asked me if I would draw up a budget representing standards for an amount of money to be invested in real property and equipment, in order that they might issue a bulletin to cities. I told them that it ought to be done, but I simply did not have the material on hand with which to do it. I think cities are actually wanting to know how much should be included in a budget and what is a proper budget. I think it is something we owe to the cities of the country, and we ought to set a standard.

MR. DICKIE: We have found in recreation work, many of us, that even the most optimistic promoter of recreation did not conceive ten years ago what the recreation movement would be today. In any figures given out as standards, the maximums should be very carefully stated. I think it

would be better to give examples of what certain cities are doing rather than to say that we agree this is the maximum.

MR. HJELTE: Would you suggest that the standards be presented not in terms of assessed valuation, but rather in terms of per capita, because the assessed valuation differs so much in the various cities? In some cities in my state, four cents on one hundred dollars would be one thing, and in other cities it might produce an income of twice as much. Valuations are variable and are determined by the attitude of the city council in its desire to increase or lower taxation.

R. L. HAMILTON (Sioux City, Iowa): In Iowa we have a standard whereby cities are permitted to levy two mills and the two mills, of course, produce an amount that varies with the assessed valuation. In our city it amounts to  $1\frac{2}{3}$  cents out of each dollar that the board receives, or the school district receives, so that is about half.

MR. BREWER: I should like to find out if the recreation executives present know what their total city budget is, and what percentage the recreation budget is to the total city budget. Is it one per cent., or five per cent. of the entire city budget, or what?

MR. LANTZ: We have approximately 30,000 population and  $1\frac{3}{4}$  per cent.

MR. REEVES: Cincinnati—one billion. City tax six-sixty-five, of which we get one-tenth of one mill on the dollar. Two-fifths of a mill would give us \$400,000.

MR. GENTER: Nine-tenths of one cent for the welfare and recreation department combined.

MR. HJELTE: Three and two-tenths.

MR. REEVES (Cincinnati): One-tenth of a mill on the dollar.

MR. EVANS (Fort Worth): Two mills out of a dollar.

MR. HAMILTON (Sioux City, Ia.): One mill, but the amount changes for every town, so it amounts to about 30 cents per capita; it also amounts to  $1\frac{2}{3}$  cents upon the income of the school district, which is an independent taxing unit.

MR. DITTEMORE (Topeka, Kansas): Fifteen one-hundredths of one mill.

MR. DEERING (San Diego): The limit is fixed at five mills, and the amount granted at the discretion of the council is usually four and one-half mills. The amount is about \$60,000 at the present time, which is approximately 40 cents per capita.

MR. REED (Muncie, Indiana): We have 50,000

population. For our parks and recreation department we get ten cents on one hundred dollars, and spend about  $2\frac{1}{2}$  per cent on one hundred dollars for recreation. Our cost per capita is \$1.28.

MR. W. W. WOOD (Alton, Ill.): One and three-tenths mills.

MRS. R. L. SMART (Waukegan, Ill.): One and one-third mills on the dollar.

W. F. JACOBY (Dallas, Texas): Ten cents on each one hundred dollars value with a population of 200,000. Two hundred and forty thousand dollars for parks and recreation.

CHESTER T. SMITH (Kenosha, Wis.): Population is 55,000. Two-tenths of one mill per dollar. Tax value sixty-seven million assessed valuation of the city, which gives a budget of \$13,800.

FANNY J. MARVIN (Parkersburg, W. Va.): We have two cents on one hundred dollars.

KARL RAYMOND (Minneapolis, Minn.): In Minneapolis it is half a mill and amounts to about \$175,000. We get half a mill but it is up to the governing body to determine what the amount shall be, as we are a branch of the general park fund.

VICTOR A. READ (Waterloo, Ia.): Our population is 37,000 and we have a one mill tax, which gives us a budget of \$7,800.

WILLARD L. HAYES (Cedar Rapids, Iowa): One mill tax on the dollar. Population 50,000. That gives \$13,000.

MR. HJELTE (Los Angeles): Four cents on one hundred dollars of assessed valuation, or four tenths of one mill. Budget this year of \$680,000.

MR. QUINLAN: Population 150,000. One mill maximum and we get a minimum of one-half a mill—about \$62,000. Per capita—about 39 cents.

MR. DICKIE: I think this information is valuable.

MR. HJELTE: The topic which has been assigned to me is—"Ethics in the Recreation Profession." It was sent to me all the way from headquarters in New York and I am going to do the best I can with it.

Justice Brandeis, discussing the obligations of a professional man, distinguished between a profession and vocation somewhat like this. He said, "A profession is first of all a vocation which has behind it a considerable body of expert knowledge. Second, it is a work which is carried out

for the benefit of others. Third, it is a vocation in which financial reward is not the accepted measure of success."

We pride ourselves upon having a recreation profession, and I sincerely believe that we have developed our work, and the personnel has developed sufficiently in the work, so that we can pride ourselves very rightly upon being members of a real profession. I think we measure up very well to this definition which Justice Brandeis has propounded. Certainly we may be considered as a body with expert knowledge of our work, and that expert knowledge, in my opinion, is comparable in every way to the expert knowledge of the lawyer, the expert knowledge which is the background of the physician and these are recognized professions—and even to the body of knowledge which is fundamental to the work of the minister. Certainly it is equal to that which is fundamental to the work of the public educator. So we do measure up to that particular standard.

Our work certainly measures up to the second standard, which is that it is conducted primarily for the welfare of others. Very few recreation workers feel that they exist for themselves, although at times they may think they do. But the recreation department exists for the service it renders to citizens of the community in which it is established.

We undoubtedly measure up to the third and final standard, namely, that of financial reward, wherein the financial reward is not the accepted measure of success. We have frequently heard discussions concerning the salaries of recreation workers; we heard one this afternoon, and certainly if we compare those salaries with those of other professions, we are astounded at the low average paid those who are doing professional public recreation work.

Justice Brandeis might have added another standard or distinction between a profession and a job or vocation. He might have said, it seems to me, that a profession has a generally accepted code of ethics, which may or may not be written. Some of the professions have codes of ethics which are expressed in definite written terms.

The National Education Association has been endeavoring for the past five years to formulate a code of ethics and has had a committee working on that particular problem. So far as I know, we have not as yet a written code of ethics in the recreation profession, but we most certainly do have a generally accepted code, which is unwritten

but which nevertheless is quite generally understood. It doubtless would be valuable if means were taken to express this code of ethics in very definite terms. Of course it is highly presumptuous for anybody to attempt to write down a code of ethics, but I have attempted to do so.

1. To demonstrate an abiding faith in the high calling of the recreation profession by endeavoring always to give my best efforts to the work which may fall to my hands to do.

2. To be ever mindful that as a public servant it is my duty and pleasure to give courteous consideration to the desires and demands of my constituents, the citizens of the community in which I work.

3. Realizing that social institutions change with time and that each epoch seems to bring more adequate machinery for social advancement, to oppose no constructive change in the form of government solely for the sake of retaining my position, but to put aside gladly personal interest and support that which promises most for the betterment of society.

4. Recognizing the development constantly taking place in the body of knowledge bearing upon public recreation work, to keep my mind open to newly discovered truth, to develop systematically my capacity to apply it to my work, and to contribute any knowledge which I may acquire to the general fund of knowledge of the profession.

5. Appreciating the importance of cooperation within an organization, to speak disparagingly of the efforts of none of my associates and to refrain from criticizing any orders or directions given by an associate in the presence of those who may be responsible for carrying them out.

6. To look upon publicity not as a means of exalting my own prestige and position, but as a vehicle for advancing the interests of the work to which my best efforts are consecrated.

7. To be constructive in criticism and generous in commendation of my subordinates, to recognize merit as the only sound basis for advancement, and to place no obstacles in the way of a subordinate securing merited recognition and advancement.

8. To appreciate the contribution being made by other governmental and private agencies in the accomplishment of the same goal toward which I am striving, and to cooperate systematically with them in their work.

9. To lend a helping hand to other members of my profession and, when called upon, to aid other

communities in dealing with the public recreation problem.

10. Realizing the inestimable value of example, to practice in my own living the philosophy of recreation upon which my work for others is founded.

That is the code of ethics that I have prepared and I should be glad to hear your reactions.

MR. PRITCHARD: I should like to say that I think this is a very well thought out code, but I have the very definite feeling that we have left out one very important point, and that is our relationship with other professions. We ought to think of those people with whom we come in contact in our work and with whom we work out our problems.

MR. DEERING: We are making a mistake if we are too hasty in drawing up a code of ethics for our profession, which is a comparatively new one and going through great structural and organic changes as well as rapid development. If a code of ethics is to mean anything, it must come out of our hearts and out of our work; it must come from the very spirit of the movement throughout the country and from all of those who have to do with the recreation programs of their communities.

I believe it should be something that we work over for several years, rather than something which we develop quickly. It should be left to a committee to be considered, and after being fully considered should be submitted to the members.

MR. HJELTE: I think the point as brought out by Mr. Deering is certainly well taken, because a code is meaningless unless it grows from the hearts of those who are engaged in the work. It would simply be so many printed words upon a page, if it were adopted without the thought and consideration of a large part of those who are engaged in our work.

I referred in my introduction to the efforts of the National Education Association in the matter of formulating a teacher's code. Codes have been worked out by individual teachers' associations in various cities for years back. There are in existence probably fifty or more different codes all applicable to the associations in the different cities. We may have something like that in the recreation movement, and if so, certainly those should be consulted in forming a code for the entire profession. We should consult with everybody who can help us, and we should try to have



a code which is really expressive of the best practice among those who are engaged in this important work.

Harold O. Berg, of Cleveland, spoke on the topic, "What studies and what tests need to be made as to the value of recreation equipment?"

Often I get letters asking what apparatus should be bought. There are certain questions I ask when I get a letter like that. Is there going to be leadership or not? Some apparatus without leadership will not work very well. And then I ask about the space. You might fill up the whole space of the playground with apparatus and thereby defeat the value of the playground. I ask the amount of money they have to spend. If there is not much, I would not suggest a vertical pole for one youngster to go up at a time.

Now, one test that might be made is as to the number of children who use a piece of apparatus. I am thinking of the see-saw. I have seen many see-saws and the manufacturers of that type of apparatus seems to think it is very popular. You see them with eight boards, or rather four boards, for eight youngsters, but I never saw eight youngsters on one. So in Cleveland I recommend two boards.

There is the horizontal ladder. I have seen for the most part very little use made of the horizontal ladder. Probably some study needs to be made concerning that.

A study ought to be made of the safety of certain pieces of apparatus. We are having a large number of accidents with certain types of apparatus, and they are all a certain kind of accident. In Milwaukee in 1912 we put up 7' 6" ladders, according to specifications, and the youngsters were falling down, breaking their ankles or wrists. We had to lower them to 6' 3".

We ought to study the adaptability of apparatus to groups. That has been done in one or two cities that I know of.

When we talk about the value of playgrounds, their benefits physically, mentally, morally and socially, it is about time we made a study to see what the physical values are in the use of apparatus. Are we talking about all-round development, or development of certain parts of the body? Is there any mental development in the use of certain types of apparatus? Are there any moral values? Is there anything that has a social value?

It seems to me the whole question resolves it-

self into—"What is the purpose of apparatus?" "What tests ought to be made to see that those purposes are being fulfilled?"

MR. PRITCHARD: I recall a conference I had in my early connection with the work. We brought together five salesmen of apparatus and our city engineer, and we brought up some of these questions that have been mentioned by Mr. Berg. We had an interesting session. I really think if we are going to make any study at all, we ought to include one item that impressed itself upon me at that time. That is the respective durability of some of these types of apparatus, if not their makes.

There is everything claimed for them, but experience and use has developed some definite facts. I believe we would be considered as proper executives, if we were able to say that we had purchased a piece of apparatus for our community that was known to be long-lived and durable and would stand up under certain conditions. That is a problem that comes in for a good bit of criticism in some communities.

MR. RAYMOND (Minneapolis, Minn.): I think it is rather difficult to determine among cities whether a certain piece of apparatus is good or bad. It may be popular in one city and not in another. In our city most of the accidents have been on the giant strides, and that is a very popular type of apparatus on which some other cities have had very few accidents. Buffalo does not put in horizontal ladders. In Minneapolis that is one of the most popular items. We also found traveling rings popular.

MISS FONDE: How do you feel about apparatus, as compared with the interest in dramatics and music club activities?

That is something we are very much interested in in our city. I wonder if Mr. Nash would say something about that.

MR. NASH: It is my feeling that the value of social activities is much greater than apparatus. It is head and shoulders above apparatus, and there may come a time when we shall see very little apparatus manufactured. The traveling rings, of course, are very good, and possess some individual opportunities, but there is a trend toward modern drama all over the country and you see less and less of apparatus wherever you go. There is more and more opportunity for social activities, because children get in them the amount of exercise they need and more than that, they get the social relationships—something that they

do not get in apparatus. I am not at all worried about the trend away from apparatus.

MR. HERMANN: There are certain exercises which develop the child's body, although I have advocated a very minimum amount of permanent playground equipment. But there are certain pieces of apparatus which I believe are fundamental and stimulate unorganized play and they have certain physical values. I have changed some of my views in regard to apparatus, because I have observed the most fascinating play of the children of the primary grades in the municipal gymnasium of Brookline, and I did not believe they could get so much fun, and kick and joy out of the use of apparatus, as I saw there. I don't believe there is anyone here who can condemn apparatus as a whole. I believe it needs much more serious study than we can give it at this time.

MR. DICKIE: Anyone who suggests anything about beautification is apt to be laughed at, but I do think such a study ought to include some means of architectural treatment of apparatus, so as to get away from the standardized, galvanized pipe effect. We might be able to introduce some different effects by the use of cement or concrete and the apparatus might be harmonized with the environment of the playground.

MISS FONDE: There is value in arranging all of your equipment, so as to prepare in the best way for carrying on of formal as well as informal activities. I have not been able to find much on that subject, but we have, in a way, been rebuilding our playgrounds on that basis.

Another thing that we are also very much interested in is the lighting of courts and equipment for night use. It seems to me that would be a very valuable study. We have as vice-chairman of our playground committee a superintendent of the light and power company, and we asked him to make a study of that question for us, the lighting of playgrounds and apparatus. I have here a report which he has prepared and if any of you would like to see it, you may look at it after the close of the meeting.

DR. BURDICK: There are several things to be considered, even with the simple playground equipment. There is the danger, for instance, of running into a swing; boys often run up slides the wrong way, or they go down feet first and kick somebody in the head. We have giant strides and I have never yet seen an accident on a giant stride that needed more than a bit of gauze and

some iodine. But you must have a director who can start things off. The playground equipment is to get the crowd together so the supervisors can do something with them. In other words, you attract the children by the equipment you install, and then you take them away from that to play games.

MR. BERG: I will say that I agree with Mr. Nash in regard to games and social activities, but I am also a crank on apparatus. I believe it is something that should be studied very carefully—the proper types, durability, danger from accidents, and all of that. The children do enjoy certain kinds of apparatus but they should be properly instructed in their use.

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W. C. Batchelor spoke on the topic "What studies and what tests need to be made in the recreation field?"

It seems to me what we want to draw out of this discussion is some material that the national Association might use. That is, you executives are in a position to suggest to the national Association, studies that might be made. I think in putting on this program, the Association had in mind some definite suggestions that might be made. I don't intend to make those, because I do not feel it is my duty. However, there have been two or three suggestions made which you may recall. There was the study of a proper budget, and what the budget should be in proportion to the population, the per capita cost, tax millage. Other studies have been suggested, such as the use of apparatus, and a study of accidents caused by certain types of apparatus. I think that the National Safety Council is now conducting extensive studies in safety and I think their cooperation should be enlisted in making studies of the accidents on playgrounds. There are also a number of studies being made by individuals. It is not my intention to make a speech, but merely call on you to suggest some studies which you think should be made. Some of them might be local. We might open the question of the advisability of making local studies to bring facts before commissions or councils or various officials. When we wanted to increase the salaries in some of our classifications, I wrote to fourteen major cities in the United States and got their salary scales and they helped us in changing some of our salary scales.

I think there is a demand for a study of the surfacing of playgrounds. Certainly nobody has as

yet discovered a good economical surface for playgrounds. Chicago, Philadelphia and Detroit have done considerable work on this and have quite satisfactorily worked it out for their particular localities, but the methods are fairly expensive.

MR. PRITCHARD: A study is in process in my city in which I think we could all very profitably join. It was started by the judge of the juvenile court. It is a study of juvenile delinquency as it relates to the distance to the playgrounds, and in the short time that it has been going on, it has been sufficient to satisfy our city officials and our judges of the juvenile courts that they want to get behind this sort of thing that we are doing.

We have heard a good deal of talk about the effect on juvenile delinquency of the playgrounds, and it seems to me instead of taking the opinions of officials, it is time that we got together some scientific data on the subject. I know that the work which was done in my city was an eye-opener.

A. E. GENTER (Pontiac, Mich.): We started to do some work along the line of a study of juvenile delinquency and ran across some startling cases. One of the boys was a difficult case. He had skipped schools, stolen money and committed all sorts of petty crimes and the juvenile court officer said they could not do anything with him. The playground leaders got him interested in baseball and then we got him in the Detroit Free Press Fresh Air Camp, and from that time on the boy was one of the best leaders we had on the playground. So we are making a study of these cases and each month we get a report of the juvenile officer of the city, and in that way we get the cases which not only come to court, but the minor cases for fighting and stealing. Of course, our big problem in Pontiac was due to the fact that we did not operate throughout the entire year.

On one playground we found a check-up of 15 of the larger boys, that 13 of them were familiar to the juvenile officers. They had been into some

trouble of one kind or another, although not all of them had been in court. Five out of the thirteen, I think it was, had actually been in court. When we pointed this out to the city officials, it gave us an excellent argument for carrying our community program over into the winter, so that we could carry on the work that we had begun during the summer.

MISS FONDE: I think we all have sometimes felt that it would be interesting to know what is being done in the territory in which we are located. Perhaps some district studies should be made. I wonder if anybody has been making any studies on the subject of self-supporting activities, or making any charge for giving service of one kind or another.

I am also interested in a study of the programs of department specialists. We have very little information on that. We have specialists in music, drama, but there is very little information on that subject, and there is very little in the way of precedent.

MEMBER: Isn't the National Safety Council making a study of the accidents to children on the streets, the hours at which they occur, and the age of the children and time of the year when accidents are more frequent? And then there is the distance from home, or the distance from the playground, or the distance of the playground from the homes which must be considered.

MR. BATCHELOR: We are making a mistake, I believe, if we don't consider the value of questionnaires, especially those that are directly related to the field of recreation. It is really surprising—or perhaps it is not so surprising—that there is such a tremendous mortality rate in the questionnaires that are sent out. It seems to me if we are interested in getting results of studies, that we ought to be willing to put a little time upon the answering of these questionnaires and sending them back.

The meeting adjourned.

To "make others happy" except through liberating their powers and engaging them in activities that enlarge the meaning of life is to harm them and to indulge ourselves under cover of exercising a special virtue. . . . To foster conditions that widen the horizon of others and give them command of their own powers, so that they can find their own happiness in their own fashion, is the way of "social" action.

JOHN DEWEY



# San Diego Kite Tournament

BERNARD C. NICHOLS,

*Acting Superintendent of San Diego Play and  
Recreation Department*

It is a common sight for San Diegans to behold their skyline filled with flying planes, but on April 9, the planes were superseded by a host of kites in tournament by the boys and girls of the municipal playgrounds. Preliminary tryouts had been had on the various playgrounds the week before and the fifty winning kites of these preliminaries were matched in the final grand tournament.

For several weeks preceding the tournament the handcraft classes of the municipal playgrounds specialized in kite making. There were flat kites and box kites; Chinese bird kites and Philippine fighting kites; round, star and diamond shaped kites; kites with and without tails; kites flown in tandem formation and kites of grotesque forms and bizarre colors.

A rectangular flying field, 100' x 300', was laid out on the Civic Center Tideland, a field of green backed by the rippling blue waters of San Diego Bay; and up from this field the kites were coaxed, cajoled and bounced into the upper current of air drawing off the Bay towards the distant mountains.

Kites were entered either as *Exhibition Kites*, or as *Contest Kites*, and a kite might be entered in either class.

## *Exhibition—*

1. Artistic Kites
2. Novel Kites
3. Smallest Kites
4. Unique "Sun" newspaper kites

## *Contest Kites*

1. Elevation Contest
2. Message Race
3. Kite Battle
4. Kite Flying Race
5. Tug of War Contest
6. Jazz Contest

Boys and girls, age 7 to 15, both inclusive, were eligible to enter kites they had made on the municipal playgrounds or at home, either with or without auxiliary assistance of playground or

home. No kite over 5 feet high was admitted and all kites were flown with 200 feet of cord, measured out by the judges on the flying field. The object was to keep the tournament a contest for children only.

The *Elevation Contest* consisted of seeing which kite would attain the greatest height at the end of a five minute flying interval. As all kites had only 200 feet of cord the elevation could be judged by the angle the different kite strings made with the ground.

The *Message Race* consisted of placing paper messages on the kite strings and seeing which message reached the kite first. Bright colored paper about two inches square with holes punched in the center were the messages.

The *Kite Battle* consisted of an elimination contest in which the kites were matched in pairs. No time limit was placed on the battles. Only one kite from each of the city playgrounds was permitted to enter, while in the other contests five kites from each were allowed. The kites and the strings near the kites were armored with metal and with knife and razor blades to cut down the opposing kite. This was the most exciting contest of the tournament.

The *Kite Flying Race* was designed to see which contestant could send his kite into the air and reel it in first. A kite touching the ground at any state of the race was disqualified. As each contestant had his flying string measured officially at the beginning of the tournament, and was given a standardized stick for his string, the contest resolved itself into speed in raising the kite and of reeling it in without letting it fall.

The *Tug of War* was an elimination contest, the kites being matched in pairs. The ground ends of the two contesting kites were passed through two small swivels which were held by the judges about 20 feet apart to keep the two kites from getting crossed or tangled. The strongest kite would pull the weaker downward. The kite having the most string out at the end of five minutes was adjudged winner.

The *Jazz Contest* was to determine which kite could pitch the most rapidly, widely and daringly during a five minute interval. A kite hitting the ground was disqualified. This was primarily a test of skill and daring of manipulation.

The tournament was run off with officials, score cards and sheets similar to those of a field and track meet. Points of 5-3-1 were awarded winning kites for first, second and third places

respectively. The kite scoring the most points was the sweepstake winner, and the combined score of the kites entered from each playground determined the rating of the different playgrounds.

Several hundred adults viewed the spectacle from automobiles and from the side lines, and there was no little difficulty in excluding from the field the gray-haired father who wished to renew his boyhood days by assisting son to fly his kite. Even mother could not resist offering voluntary service in straightening out tangled kite strings.

## From an Executive

The following letter raises an interesting problem. Has any one an answer?

"I think all recreation workers work too hard and too continuously. I honestly don't know a single person not already in recreation work who would take my job for the asking. I have had it said to me by women everywhere that they wouldn't work as I do for all my salary, that life holds something more than a good salary if to get that salary I have to give up all my own recreation and leisure. I don't believe I work harder than other Directors and Superintendents of Recreation and they complain I think as little as I do about it. I am just telling you because perhaps that is one reason good talent for recreation prefers to teach school or sell automobiles.

"I may be wrong but I believe if we would think about our own recreation—or educate our boards to think of it and allow us time for it—that it would be a good thing for the work. I have seen myself and other recreation directors when we acted and looked anything but recreation enthusiasts and believers in what we taught. We looked like a lot of health nurses, who always remind me of how heavy their medicine kits are and how broken down their arches and tired their backs are. And after knowing a great many of them I always find that their brain is about as tired in proportion as their bodies are. On the other hand your chamber of commerce man is playing golf, being seen at the theatre, meeting the best people socially, and doing it from a business standpoint. In many ways his work is similar to ours. He and we must know our city and its people and if he must know only the "best" people we sometimes don't take the time to really know and be known among any class socially.

## Houston's Music Contest

The music of harmonicas, ukuleles, fiddles, of lusty voices all contributed to the Music Jamboree held on the playgrounds of Houston in July. All the playgrounds selected their contestants in the solo division—harmonica, ukulele, whistling and fiddlers' contests, and contests were also held for harmonica and ukulele groups and for barber shop quartettes. Preliminary contests were held a week before the finals at designated parks throughout the city. Each center was permitted to enter two contestants in harp, ukulele and whistling. Any number were permitted to compete in the fiddlers' contest.

The rules were as follows:

### *Harmonica Soloists*

Each contestant was required to have a "C" harmonica and to play *Old Black Joe* and one other number of his own choosing. Contestants were judged upon (1) expression, (2) attack, (3) tempo, (4) volume and (5) stage deportment.

### *Ukulele Soloists*

Each contestant was required to have the ukulele tuned correctly and to play *My Old Kentucky Home* and one other song of his own selection. The players were permitted to accompany the playing with singing. Contestants were judged upon (1) expression, (2) attack, (3) volume, (4) tempo, (5) harmony, (6) playing melody and accompaniment and (7) stage deportment.

### *Whistling Soloists*

No mechanical contrivance was permitted but contestants were allowed to use either one or two fingers. The required numbers were *Dixie* and *Listen to the Mocking Bird*. One optional selection was included.

### *Fiddlers' Contest Soloist*

Fiddlers were limited to two numbers of their own choosing and were judged on the basis of (1) attack, (2), tempo, (3) volume, (4) expression and (5) stage deportment.

### Harmonica Groups

Groups consisting of at least four members and using "C" harmonicas were required to play *Love's Old Sweet Song* and *Moonlight and Roses* and one of the following as optional numbers—*Old Black Joe* and *Carry Me Back to Old Virginny*. Judging was on the basis of (1) expression, (2) tempo, (3) attack, (4) harmony and (5) stage deportment.

### Ukulele Groups

These consisted of at least four members. The required numbers were *Annie Laurie* and one optional number. Judging was for (1) playing melody and accompaniment, (2) singing melody and playing accompaniment, (3) tempo, (4) expression and (5) harmony.

### Barber Shop Quartettes

These groups were limited to boys from fifteen to twenty-five years of age who sang as the required number *Sweet Adeline* and their choice of *Moonlight and Roses* and *Let Me Call You Sweetheart*. Quartettes were judged on (1) stage deportment, (2) harmony, (3) attack, (4) volume and (5) expression.

## What One Playground Worker Did

For two years J. B. Stoeber, Director of Athletics at Thiel College Athletic Council, has been working to establish a playground in Greenville, Pennsylvania. This year brought the culmination of his efforts and Greenville now has a well equipped playground valued at about \$5,000, provided with an expenditure of not more than \$1,200.

Mr. Stoeber, who has been in playground work for a number of years, started his campaign by making a brief study to show the need of the work. The results of his study he placed before civic organizations and similar groups in an effort to secure their support. Realizing the importance of a practical demonstration, these groups determined to establish a playground to prove its value. George Rowley, a local attorney, secured from the three leading industrial

concerns in the city donations which amounted to \$1,200. The Pennsylvania Power Company arranged for the lighting of the playground and with these contributions and the cooperation of other industries in donating necessary material for the construction of apparatus, the movement was made possible. The land was rented more or less permanently for the payment of taxes. All kinds of activities were carried on under the leadership of Mr. Stoeber and so successful did the program prove that next year it is hoped to construct two more playgrounds supported by the community.

The movement has been possible, Mr. Stoeber states, only through cooperation of a committee of local business men from various civic organizations.

## An Athletic Program for 1928

Competition in twenty-eight major sports looms large in the 1928 athletic program of the West Chicago Park Commission. Sixteen of these sports are for boys and men; twelve for girls and women. In addition to the regular athletic schedule there are forty-nine competitive social and educational events in the schedule of the Recreation Department. More than half of the recreational events are also competitive. These are primarily for boys and girls under twelve years of age.

Added emphasis will be placed during the coming year upon adult recreation and many of the new events have been placed in the schedule with a view to meeting the recreational needs of men and women. Golf, for the first time in the history of the West Parks, will be placed on a competitive basis with players from all the various parks meeting in tournaments throughout the summer. Other events planned particularly for adult recreation will consist of archery and fencing.

Competition in quoits for both junior and senior girls and in long ball for junior girls is a new feature of the schedule for girls. A merit point system has been worked out for the Recreation Department and a championship banner will be awarded the park maintaining the highest standard of recreational work at the close of the year.



# Tabulation of Replies to Questionnaire

COMPILED BY GEO. HJELTE, SUPT. DEPT. OF PLAYGROUND AND RECREATION

CITY	Beach Publicly Owned	Sand Suitable for Bathing	Administered by	Public Walk	Walk Construction	Elevated?	Height Above Strand	Public	COMFORT STATIONS			Play Apparatus on Strand	Beach Lighted at Night	BATH HOUSE	
									Location	Maintenance By City	% of Doors with Coin Locks			Public	Service (See)
Atlantic City, N. J.	Controlled by Easement Deed	All	Streets and Public Works	Yes	Board	Yes	6 Ft.	Yes	On Strand	Yes	50%	None	No	No	
Brooklyn, N. Y.	All	All	Borough President	Yes	Board	Yes		Yes	Under Walk	Yes	30%	None	Yes	Yes	(1) (2)
Minneapolis, Minn.	All	All	Park Com.	Yes	Concrete	?	?	Yes	In Bath Houses	Yes	None		Yes	Yes	(1) (2)
Westchester Co., N. Y.	All		Park Com.					Yes	In Bath Houses	Yes	20%		Yes	Yes	(1) (3)
Boston, Mass.	All	All	Park Com.	Yes	Granolithic	Yes	20 Ft.	Yes	Back of Walk on Strand	Yes	5%	None	Yes	Yes	(1) (3)
Buffalo, N. Y.	All	All	Park Com.	No				Yes	Back of Walk	Yes	None		Yes	Yes	(1) (2)
Bridgeport, Conn.	All	2/3	Recreation Bd.	Yes	Concrete	Yes	5 Ft.	No		Yes	None	None	Yes	Yes	(1) (2)
Chicago, Ill.	18 MI.	5 MI.	Park Com.	Yes	Concrete	No	20 Ft.	Yes		Yes	None	Playground Equipment	Yes	Yes	(1) (2)
San Diego, Calif.	12 MI.	1/4 MI.	City Council	Yes	Board	No	8 Ft.	Yes	Back of Walk	Yes	Small %	None	Yes	No	
San Francisco, Calif.	30,000 Ft.	None	Park Com.	Yes	Board	Yes	12 Ft.	Yes	Back of Walk and on Walk	Yes	30%	None	No	No	
Tacoma, Wash.	3 MI.	1/6 MI.	Park Com.	No				Yes	Back of Walk	Yes	None	None	Yes	Yes	(1) (3)
Fort Worth, Texas	1/2 MI.	1/4 MI.	Recreation Bd.	Yes	Board	Yes	12 Ft.	Yes	Back of Walk	Yes	None	Playground Equipment	Yes	Yes	(1) (2)
Miami Beach, Fla.	4,500 Ft.	All	Park Com.	Drive	Pavement	Yes		Yes	Yes	Yes	None	Ocean Wave Trapeze Swings	No	No	
Palm Beach, Fla.	2,300 Ft.	All	Public Works	Yes		Yes	22 Ft.	Not Yet		Yes		None	Yes	No	
Milwaukee, Wis.	1 1/2 MI.	All	City	No	Sand	No		No		Yes			No	Yes	(1)
Long Beach, Calif.	8 MI.	All	Recreation Bd.	Yes	Wood and Concrete	Yes	35 Ft.	Yes	On Walk and Under Walk	Yes	2 Per Station	Playground Equipment	Yes	No	
Seattle, Wash.	11 MI.	?	Park Com.	Yes	Concrete	Yes	20 Ft.	Yes	Back of Walk and on Walk	Yes	None		Yes	Yes	(1) (3)
Vancouver, B. C.	7 MI.	1/7 MI.	Park Com.	Yes	Wood and Concrete	Yes	12 Ft.	Yes	Back of Walk	Yes	None	None	Yes	Yes	(1) (3)
Toronto, Can.	?	1 MI.	Harbor Com.	Yes	Board	No	24 Ft.	No				Play Water and Riding Equipment	Yes	Yes	(1) (3)
Los Angeles—Venice	3 1/2 MI.		Playground and Recreation Dept.	Yes	Concrete	No	At Level	Yes	On Piers	Yes	50%	Playground Equip. in Specified Area	No	No	
Los Angeles—Santa Monica Canyon	1,000 Ft.		Playground and Recreation Dept.	Road	Macadam	No	At Level	Yes	On Strand	Yes	None	None	No	No	
Los Angeles—Cabrillo Beach	2,000 Ft.		Playground and Recreation Dept.					Yes	On Strand	Yes	None	None	No	No	(1)
Los Angeles—Terminal Island	5,000 Ft.		Playground and Recreation Dept.					No					No	No	

NOTE: (1) Dressing Rooms. (2) Lockers. (3) Changing Stalls.

# Questionnaire on Public Beach Operation

GROUND AND RECREATION, LOS ANGELES, CAL., JUNE 1, 1927.

BATH HOUSES		Policy Opposed to Building Obstructing View	Policy Favorable to Building for Use of Private Business	Kinds of Business Permitted	Policy Favorable to Concessions	Kinds of Concessions	Fires Permitted on Strand	Special Fire Places Provided	Beach Reclamation Attempted	LIFE GUARDS		EXPENDITURES ON OPERATION AND MAINTENANCE ANNUALLY			Revenue Derived from Other than Tax Sources
Public	Service Provided (See Note)									Public	Equipment Used	Lifeguard's Services	Cleaning Beaches	Other Expenses	
No		Yes	No		No		No	No	No	Yes	Row Boats	120,904	90,126		
Yes	(1) (2)	Yes	No		No	Chairs and Umbrellas	No	No	Yes	Yes	Life Lines Row Boats	35,000	60,000		Concessions
Yes	(1) (2) (3) (4) (5)		No		No		No	No	Yes	Yes	Life Lines Row Boats		10,000		Bath House
Yes	(1) (3) (4) (5)	Yes	No		Yes	Refreshments	No	No	Yes	Yes	Life Lines Row Boats				Concessions and Bath House
Yes	(1) (3) (4)	Yes	Yes	Chairs	Yes	Chairs	No	No	Yes	Yes	Life Lines Launches Row Boats	25,000	10,000		Concessions and Bath House
Yes	(1) (2) (3) (4)						No	No	No	Yes	Row Boats	2,500			
Yes	(1) (2) (3) (4)	Yes	Yes		No		No	No	Yes	Yes	Row Boats	2,225		5,275	Concessions and Bath House
Yes	(1) (2) (3) (4)	No	No	Refreshments	No—Except	Refreshments	No	Yes	Yes	Yes	Life Lines Signal System Row Boats	42,815		247,387	Bath House
No			No		No		Yes	No	No	Yes	Life Lines Launches Row Boats				None
No		Yes	No		No		Occasionally	No	No	No			6,000		None
Yes	(1) (3) (4)	Yes	No		No		Yes	Yes	No	No	Life Lines Row Boats				Bath House
Yes	(1) (2) (3) (4) (5)	Yes	Yes	Amuse'm't Co.	Yes	Amusements	No	Yes	Yes	Yes	Life Lines Signal System				Concessions and Bath House
No		Yes	No		No		No	Yes	Plan'd	Yes	Life Lines Boats	33,000			
No		Yes	No		No		Yes	Yes	Yes	Yes	Life Lines	900	150	1,050	None
Yes	(1)	Yes	No		No		Yes	Yes	No	No					None
No		Yes	No		No		No	Yes	No	Yes	Signal System Row Boats	21,000	25,000	7,000	
Yes	(1) (3) (5)	Yes	No	Refreshments	Yes	Refreshments	Certain Places	Yes		Yes	Life Lines, Signal System, Launches Row Boats	10,000	2,000	17,400	None
Yes	(1) (2) (3)	Yes	No		No		No	Yes	Yes	Yes	Life Lines Row Boats	1,600	1,000	30,000	Bath House
Yes	(1) (3) (5)	Yes	No		Yes	Chairs Refreshments Amusements	No	No	Yes	Yes	Life Lines Launches Row Boats	8,000	1,500		Concessions
No		Yes	No		No	Chairs and Umbrellas	No	No	Yes	Yes	Life Lines Row Boats				Concessions
No		Yes	No		No	None	No	No	No	Yes	Life Lines Row Boats	15,700	10,000	13,000	None
No	(1) (3)	Yes	No		No	Refreshments	No	Yes	Yes	Yes	Life Lines Row Boats				None
No		Yes	No		No		No	No	No	Yes	Life Lines Row Boats				None

Checking Service. (4) Rest Rooms. (5) Swimming Pools.

## Recreation in the Isles of the Sea—II

By

ARABELLA PAGE RODMAN

RECREATION IN NEW ZEALAND

The eighty years of the life of New Zealand as a part of the British Empire are full of the most thrilling drama that one could wish to read. The Maoris, the aborigines, are a far more virile and intelligent race than those of any of the other islands of the Pacific and take part in the social and political life of their country. They have been a real help in the building up of the Empire. With this fine native population and the large influx, in the South particularly, of stout Scottish people, a nation has been created, and you find an intelligent and appreciative people susceptible to the beauty in the midst of which they live and open to all the new and progressive ideas of modern life.

I found in the weeks I lived among them that they were deeply interested in recreation as a means not only of physical development but as a medium for the conservation and improvement of the leisure time of the people. In their schools and colleges they have definite plans and only the lack of money will prevent the immediate carrying out of a most modern system. Again I found in Dunedin, Christ Church, Wellington and Auckland wonderfully large acreages in what they call "Reserves."

### DUNEDIN KEEN FOR SPORTS

Mr. Tannock, the Superintendent of Reserves, with whom I spent several hours, took me to see part of their system which, under his enlightened management, will eventually develop into a fine plan. I found 793 acres devoted to recreation and playgrounds in the city proper. There are 12 equipped playgrounds with chutes, merry-go-rounds, giant strides, ocean wave slides, horizontal ladders, swings, see-saws and sand pits. Besides these there are many large playfields where the older boys (there is not yet much planning for girls), and young men have games of cricket and football. The Oval is the scene of many contests, and they have just finished a new pavilion. This oval has been the scene of many famous games. All the grounds and parks are beautifully planted with rare plants and shrubs. The University of Otago has sport fields

where inter-island matches are played, and they were working for larger grounds when I was there.

In 1926 and 1927 Dunedin had a great exhibition on ground that had been filled in—redeemed from the ocean. It was the greatest success that they had had and as a thank offering after the close of the exhibition the ground was unanimously donated and dedicated as a sports field instead of being used for commercial purposes—wharves or docks. After talking to various interested groups about recreation with leadership, I feel sure that they will find the way to have trained leaders.

### AT CHRIST CHURCH

When one comes down from the hills into the Canterbury plains one feels that an English town lies in front of one. The river Avon meanders in and about the town, crossed by many bridges, its banks lined with willows. The town of 14,000 people is as English as Dunedin is Scotch. It was founded in 1850 as an Anglican Church University town and has followed the old tradition as far as is possible in a new land. I found the people more conservative and old world than in other cities. The old world influence was felt in sport. As in Australia horseracing is here the great sport. I visited several bathing beaches where provision had been made by the city for swimming and where there was much effort spent in the perfection of this sport in which these island peoples excel. Athletics in the University are carried on in the fine old tradition of England.

### IN BEAUTIFUL WELLINGTON

By seeing the great advantage and beauty of the Wellington Harbor, I was brought in close touch with some of its great people and was shown it at all hours and from every point.

Wellington, the capital of New Zealand, is situated on Cook Strait at the south of the north island. It has 112,000 people and was founded in 1865. Here, as in Sydney, there is a Domain but as Wellington is built mostly on hills it cannot be used as it otherwise might be. The city has a number of recreation grounds and reserves and the Town Belt area of 970 acres, most of which is in grass, is used by the public. In 1863 the Te Aro swamps were drained and made into fine recreation fields called the Basin Reserve. It is there that the great overseas games are held. A pavilion has been erected with stands, dressing rooms and the always necessary team room. In Central Park are two playing areas one at the



east and one at the west of the park, thus affording much space for all kinds of games. This and all the playfields in the various parks are beautifully planted. Newton Park in Greater Wellington has a playfield of nine acres and twenty acres of lovely trees and shrubs and is a favorite place for big functions, as it is large enough for 10,000 people. Often eight games of football and three of hockey are in progress at the same time. There are also swings, swing boats, slides and so forth for the young children.

The city has lately acquired the spacious watering place called Day's Bay about 650 acres in extent. Here there is a pavilion for concerts and a number of tennis courts. More land has recently been added and the area is a wonderful combination of sea-shore and bush. This is the place for aquatic sports. I was specially interested in 12½ acres just let to the Wellington Lawn Tennis Association, which was planning to put down 70 courts. Then there is the Kelburn croquet courts in a large pavilion to be used during the hot summers. On this ground, too, there are many tennis courts. The municipal golf links are very popular. One of the most interesting community efforts I have ever known is the Wellington Competition Society's Annual Festival, an established civic event with thousands participating in music, drama and dancing.

#### SPORT LOVING AUCKLAND

Auckland is the largest town of New Zealand and has a population of 168,000. It was the first capital of the islands. Its situation is superb. The city is built on an isthmus communicating with the Pacific on one side and the Tasman Sea on the other. From Mount Eden, 650 feet high, you get one of the most wonderful views in the world. You can see the whole country at your feet—and gardens and hillside slopes and numerous bays and inlets form a real paradise for the yachtsman—for water sports of all sorts. Here again you find world famous swimmers and rowers. The people live much out of doors and are hardy and strong. I have waited until writing of Auckland to speak of the fame of the New Zealand "All Blacks" for it was my good fortune to meet several times one of the members of the Board of Control of this great organization. He was a man past middle life but with the enthusiasm of youth, the enthusiasm that wins. He was full of plans for the coming year and felt confident that New Zealand would win against all

comers. In these islands the people feel as much enthusiasm for a great football player as we in America do for a baseball hero. To win against England is their goal and exalted is the position of the team so fortunate as to be victors! Auckland, through the interest and persistent effort of Mrs. Fener, who knows the value of organized recreation, has made some effort to have trained leaders for their many playgrounds. Again, like most cities of the British Empire, Auckland has large and well-distributed play spaces. The sport fields are always covered with players. I spent most of the Saturday after my arrival driving about seeing the different games in progress and was amazed at the crowds intently bent on some form of recreation. At sunset we drove to the top of a hill and there we found several hiking groups and men and women both old and young, who had walked to the top that they might enjoy the beauty of the scene. We moderns are almost forgetting how to walk and I was glad to find here, and in most of these islands, the English love of walking as a form of recreation.

In Auckland I found the Y. W. C. A. and Y. M. C. A. leading and helping in the recreational program. There was a movement on foot here as in Sydney to get a sports field for girls and I spoke to a large audience under the auspices of the Recreation Committee headed by Mrs. Fener. Many of the city officials were present and the Lord Mayor showed his interest by having me taken, before I spoke, to see the grounds already in existence and those they were planning. I talked on the need of trained leaders and, I hope, helped the situation. I suggested that New Zealand send to America for an experienced man who could train their own people. This seemed to me the quickest and most economical plan and there was much interest in it. I also spoke to a group on international recreation. The school teachers and professors in the colleges were especially interested in this idea. There is, of course, much tennis played and a great interest in football. There is one playground for children with a trained leader and the result is so much better and the attendance so much larger that there is no question that in the near future they will have all their grounds supervised. In the schools and colleges there are all forms of athletics with meets at intervals during the year.

#### RECREATION IN TASMANIA

Tasmania is called Australia's playground. I



JAVA, DUTCH EAST INDIES—ACTIVE IN SPITE OF HEAT

landed at Launceston, a city of 30,000, and after looking about seeing a boat race by the women's teams of Tasmania and Australia, which was very exciting, I went on to Hobart. The rowers were as fine a lot of young women as you would see and pulled for dear life! The day was sparkingly clear and the water smooth. How some of our inland cities would envy these islands all their wonderful water courses. Here you find again much swimming and diving, tennis and football, but no play under leadership and few playgrounds for young children.

#### IN THE CAPITAL CITY

Hobart is the capital city of Tasmania and is most picturesquely situated. The harbor is one of the finest in the world and to my mind is as great as Rio de Janeiro and Constantinople. Sunset from the hills back of it is uniquely brilliant and beautiful. This beauty I found is greatly appreciated as witnessed by the number of people of both sexes and all ages whose weekly recreation is to climb the hills and watch the sun flood the waters with glory as it descends beyond the horizon. The day before I arrived there was to have been a famous boat race, but it was too rough and the Australian champions who had come here to add to their glory had to depart without a trial of their strength. In Hobart I found a fine golf links, many tennis courts and bowling greens and as always a football field.

#### RECREATION IN JAVA

In a land so warm as the Dutch East Indies I was delighted to find so much time and attention given to physical training. I found in the schools Swedish and German gymnastics, football, basketball, hand ball and tennis. In the colleges they have the usual college athletics, some of their students being very proficient athletes. In the public and private training schools for native teachers I found gymnastics and the same games as in the other schools. In the training school for Chinese teachers I found interest in games and athletic sports, and in the public and private normal schools they were working along the same lines. The European training schools for teachers strongly stress athletics and recreation and in the public and private secondary schools and general high schools there was the same interest. In the 11,000 rural schools there seems little interest in either gymnastic or athletic effort.

Java, the best known of the Islands of the Dutch East Indies, has always intrigued me. My mind, when it turns to this island, is filled with stories of pirates, of sea fights and buccaneering, of the exploits of Marco Polo and Mandeville. It was in Amsterdam in the late summer of 1912 that I saw my first Javanese. I was the guest of the Committee which entertained the Dutch athletes returning from the Olympic Games at Stockholm and was introduced to these lads, among whom were several Javanese. I remember think-

ing what fine, upstanding youths they were. This meeting of years ago came back to me as I visited schools in Weltevreden and met the Javanese in their own land. The Mayor of Weltevreden, who is a great enthusiast for the development of the people, both mentally and physically, took me to many schools and playfields. He is constantly acquiring and developing more and larger play spaces and was greatly interested in the program of the Recreation Association. He asked many questions and was anxious for literature. He was not sure that for years they could have trained leadership, but he saw the advantage of it. They have great football matches and tennis and athletic sports, though not so much as in Singapore or Colombo under the sport-loving English. I saw the school games of the younger children and some wonderful native dances in Djoc Jockata by the men and women of the Sultan's Court. These were the greatest of the Javanese artists and their training as athletes to do the graceful and trying dancing must have been severe. The school children played our circle games and did gymnastic drills. There are no playgrounds as we know them and much work remains to be done in this and the other islands of the sea.

#### TENNIS MAD SINGAPORE!

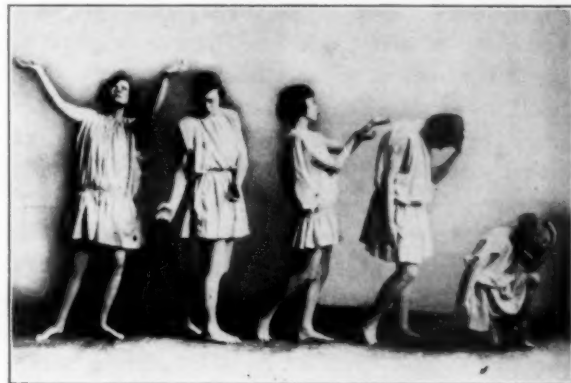
Singapore, this cross-roads of the world, is of never ending interest to me. On this, my fourth visit, I had more time for observing the people. In my seven days there I was in the midst of the life of this city of Malasia made up of 250,000 souls and found myself going day and night to see the sights, for one could not put one's foot out of the hotel which faced the great open space that is the playground of all nations, without seeing sights! Every afternoon this great space was full of every variety of human being playing football or tennis! Never anywhere have I seen so much tennis! The heat, which was to me intolerable, did not daunt the players. At five o'clock every court was full and scores outside awaiting their turns. One afternoon I saw three big matches being played off on different courts in widely separated parts of the town. This same afternoon I visited two large sport fields full of players, a polo game between the British officers that ended in their going to the house of a great banker to meet Chinese women tennis players. Where else on earth could you find such a program?

I wish I could give you some idea of the beauty and the color of it all. Sunsets in Singapore are

worth going across the world to see. My first visit to this fascinating spot was in 1911, when all the British Empire was training its people for the Durbar sports and I remember being told that the football players I was watching were practising for the Durbar celebration. Since that time the interest in sports of all sorts has greatly increased and those who live there told me that the inter-school sports of Chinese, Indian, Malay, Japanese, Eurasians, British, Arabian, Siamese and Dutch, were a most wonderful sight. Here was our International recreation. The Y. M. C. A. and Y. W. C. A. are strong here in their recreational program. At the Y. W. C. A. I saw a fine tennis match. They have gym classes and folk dancing and dramatic clubs.

#### IN COLOMBO, CEYLON

In Colombo, as in Singapore, one is struck with the great diversity of people. In one club I know of in the Y. W. C. A. there are Burghers, Singalese, Europeans, Tamils, Chinese, Parsee and Burmese. There are fine recreational programs being worked out by the Y. M. C. A. and the Y. W. C. A. The Y. M. C. A. has organized all the sports and good programs and games have followed. Here you find football and tennis and hockey and on the municipal grounds one finds always in the late afternoon large groups at some game. The Y. W. C. A. has companies of girl guides whose program includes dietetics, tramping, country dancing, cooking, handicrafts and literary character talks. They also have many tennis courts. The Association is stressing camps, for they find what we found in Los Angeles, that for wholesome recreation and friendship there is nothing better.



GREEK DANCE BY PUPILS OF MISS EVA N. FRY.

School for officers' children of the British Army of the Rhine, Cologne, Germany. Miss Fry is now in this country and worked last summer with the children of the Gould Foundation Camp



# Nature Guiding

DEPARTMENT CONDUCTED BY WILLIAM GOULD VINAL

## Children's Gardens

### Play and Work

BY

ELLEN EDDY SHAW

*Curator of Elementary Instruction, Brooklyn  
Botanic Garden*

In considering activities for boys and girls which may help toward better use of leisure time, the garden should be reckoned with. A garden for children does not mean in its best and largest sense a place for the raising of vegetables and flowers, but an outdoor laboratory for experimental work with plant life and a place where some of one's leisure may be spent, a place where some of life's lessons may come to children under the finest of conditions.

The spirit of play is one of the underlying factors in the management of a garden for boys and girls. One cannot appreciate too highly all that is done at the present time for children in the way of play and the expression of the play impulse. Most successful lives have been built upon taking the game of life and playing it squarely. The garden offers not only an opportunity for the development of this spirit, but, also, a place where play and work are one and where the results are useful ones. One of the most telling points in favor of garden work for children is that the garden interest is not an interest of early childhood, of boyhood and girlhood and of adolescent days only, but of life itself. Not on its educational side alone but from its aesthetic side, it is an opening up of larger, finer things.

In the city of Brooklyn and in many other places, our population has so changed that the need for refinement in available pastimes is far greater than ever it was before. The Brooklyn Botanic Garden felt at its start that it should make a contribution not only toward enriching the adult life of its community but the child life as well, and so, among many other opportunities offered to children here at the Garden was the

opportunity for garden work. An area of about three-fourths of an acre was set aside for the children's gardens. In this area 230 children have the opportunity of receiving individual attention. This seems but a drop in the bucket for a great city, but the personnel of the garden represents the entire borough. Children who have some special interest in this field come long distances for the opportunity that is offered, and many of the children carry back to their own local communities something of help in this line. Throughout the war, for example, one of our older boys taught every evening a class of city men in a community garden. These were men holding white collar jobs, born and brought up in a city where the opportunities for gardening were almost nil. Gardening is a broadening interest and some phase of the work interests almost every person, if the right avenue is opened up.

The boys and girls who come to the garden pay a small fee. This is a matter of good ethics. We feel that what a person pays for he values the more. There is a small building devoted to the children in our outdoor garden. It is a place for work and study, the rear of which is used as a tool house. About the house common shrubs are planted so that the boys and girls may learn of some few shrubs for later use in their own homes. The perennial border, a long border of annual flowers planted by the children provides opportunities for study and pleasure. Individual vegetable gardens take up a large portion of the garden area. In these gardens the children learn to raise different vegetables, not only for the sake of the vegetables but for the botanical knowledge which comes from it. As the summer goes on the boys and girls are taught not only how to raise crops, but incidentally and I suppose we all agree that the best education is that which come incidentally—these children are taught, led, whatever word you might care to use, to depend upon themselves, to take responsibility, to go to nature for their answers, to be honest with themselves and their neighbors. The older boys and girls, who are called junior assistants, do a great deal toward helping with the little ones. Children enter this garden from eight to eighteen years of age, but there are always some little six-year-old ones to



THE FORMAL FLOWER GARDEN, TULIP TIME, BOTANICAL GARDENS, BROOKLYN, N. Y.

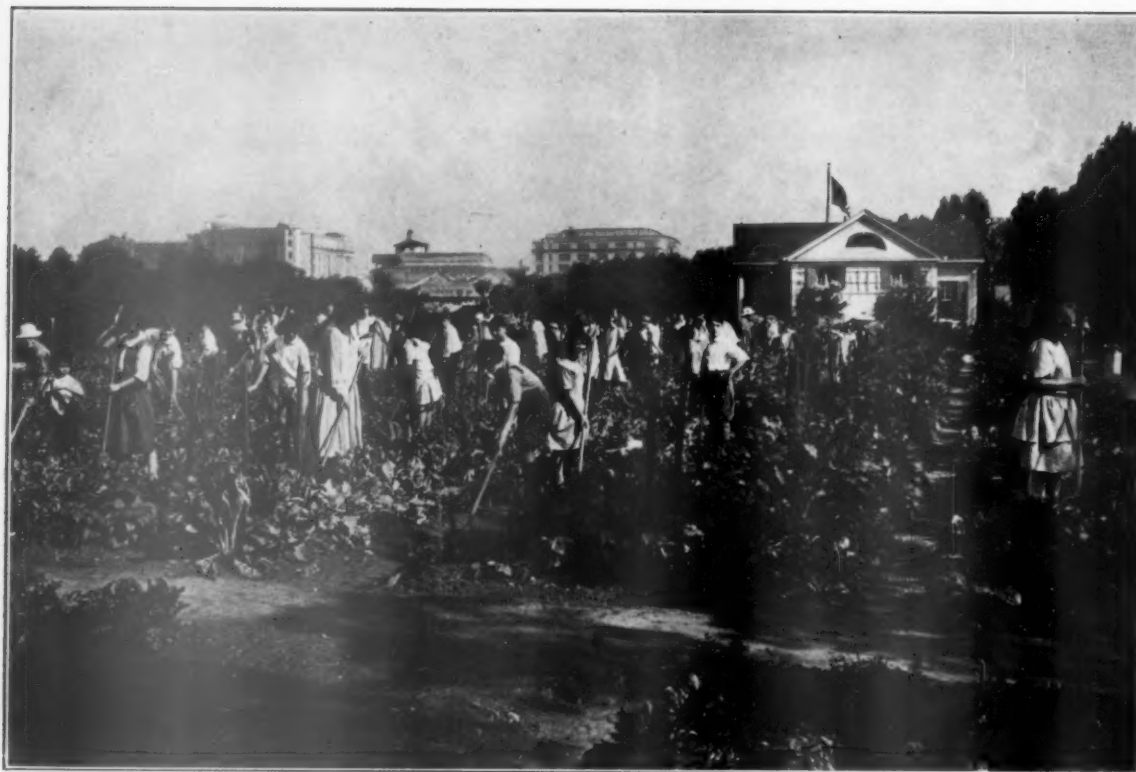
be found here. Such children, of course, need much of our attention and it is with these groups that we use our older boys and girls.

As the season goes on one may see boys and girls walking about through the grounds with notebooks and pencils, apparently checking up certain plants. These are the boys and girls who are testing their knowledge of common plants. Special topics are given out to children when they are ready for individual work. These topics may include an Indian Garden with some common Indian crops, such as squash, corn, sunflowers, which are raised from seed which came to us from the Indians. Another topic might be a Southern plantation on which peanuts and cotton are raised, or a Northern garden, where wheat and rye and oats are planted. In this way interests are broadened out and something of geography is also assimilated. People working on special topics may be seen explaining the work from time to time to others. A small lad may be seen dashing about with a little brown book in his hand, trying to find a teacher to O. K. some special work he has done. These children are taught to be as helpful as possible and special helpfulness is O. K.'d for credits which count toward their advancement in the garden. You will some

day see in the garden a blue stake flaunting itself. This means that the particular garden so honored is in wonderful condition. I hope you will not notice a green stake, which means a neglected garden. Whenever boys and girls go off for short vacations they ask some mate to attend to their gardens during their absence.

The keynote of the garden is, "Stand on your own feet and be responsible for your job." Then, too, a lot of fun comes in. On the bulletin board, which belongs to the children, notices are put up after this order. "Come into the formal flower garden at 11:30 today and see what happens." Back in the formal flower garden a little group of children entertain their mates. You may read another notice, "Would you like to play a flower game this morning? Go down to the Shakespeare Garden at ten o'clock." Flower and plant games are being worked out by a group of older children. The garden gate to our children's garden is, as it should be in all children's gardens, a gateway of opportunity, an opening up of new interests, of practice in clean living and sane thinking. Over the front door of the children's house is this motto:

He is happiest who hath power  
To gather wisdom from a flower.



THE CHILDREN'S OUTDOOR GARDEN, BOTANICAL GARDENS, BROOKLYN, N. Y.

## Nature Tabloids for the Community Recreation Director

By

WILLIAM G. VINAL,

**Man is an outdoor animal.**

**Man is subject to the laws of Nature.**

Man has moved indoors away from the sun and fresh air. He is over-clothed and over-fed.

The science of medicine has made it easier to live.

These two facts have obscured the fact that natural laws must be obeyed.

Man has improved hogs, hens, cows, wheat, corn, and potatoes more than his own species.

Although feeble-mindedness is inherent, physical vigor—whether you have weak lungs, flabby muscles, “nerves,” and pallid cheeks—is an individual responsibility.

Man's digestive system is adapted to a large per cent of vegetable food, yet he is nearly as carnivorous as the dog, which is born with canine teeth and a stomach suited to bolting food.

Race betterment is still a pioneer work.

The problem of leisure is more serious than that of labor.

Well-balanced, legitimate work and wholesome recreation do not lead to crime.

Man must either go back to nature for labor and refreshment or he must bring the laws of nature to bear in his every day life.

There are no college entrance requirements in nature study.

Many universities are assuming the responsibility of developing leadership for the out-of-doors.

The camp movement is filling the missing link in our educational system.

Business men are beginning to realize that conserving the ability to enjoy recreational pursuits is fully as important as conserving an income.

Our parks are outdoor schoolrooms.

Instead of embracing the numbers of visitors—untrained hordes—which embarrass plant and animal life—our future aim must be to develop appreciative and intelligent participation.

Intelligent camp fires and not prohibition of fires will help solve the forest fire hazard.

Community nature clubs are filling a need.

Now is none too early to start this movement of education for outdoor living.



# Boys and Girls in Forestry

In an article by K. E. Barraclough in the October issue of *American Forests and Forest Life*, attention is called to the importance of offering boys and girls information on fundamental principles in forestry.

"We need to offer boys subject matter in forestry and show them how to put such subject matter into practice because most boys are interested in the forests. We can all recall, as boys, the numerous excursions to the neighboring woodlot, where we usually demolished rotten stumps in our attacks upon imaginary enemies. Without a doubt if these efforts had been properly directed, our trips to the woodlot could have been of a constructive nature without lessening the element of play. It is fair to believe that boys are as farsighted and as ready to direct their efforts toward productive labor as are adults. In fact they are more enthusiastic than adults and do not hesitate because an undertaking does not promise immediate gains. Naturally a boy will not work at forestry ten hours a day. Boys are not built that way. The underlying principle in teaching forestry to youth is that they may be started in the right direction, and whether the boy becomes a bank president or farmer, he will maintain the proper attitude toward forestry. Would those who oppose forestry legislation today do so, if they had worked as young foresters in the woodlots and had come to appreciate the importance and value of trees?

"Forestry for boys has been given serious consideration by many organizations. The 4-H organization sponsored by the United States Department of Agriculture has in many of the states accepted forestry as a standard project. The New Hampshire 4-H organization adopted forestry as a standard project in 1924, and from that time the enrollment in 4-H Forestry has steadily increased. For the 4-H project year, October, 1926, to October, 1927, over five hundred boys and girls enrolled in 4-H Forestry work. As a result of this enrollment 266 acres were improved, over 40 wood collections made, and 166,000 pine trees planted on 142 different lots. Four-H forestry projects include woodlot improvement, tree and wood identification, planting, seed collection and nursery practice, and woodlot management.

"One boy planted 2,000 pine trees last spring.

"Two boys on an eighty-acre farm are improving the sixty acres of woodland.

"One forestry club has released over five acres of young growing white pine by cutting overtopping grey birch.

"A father in Massachusetts has bought a so-called abandoned farm in New Hampshire for his son. The son is to start a crop of desirable forest trees on the farm.

"Such specific examples indicate the spirit and interest boys put into 4-H Forestry work. Boy Scout organizations, Pioneers, and numerous other boys' organizations have taken forestry into their active program of work. They learn the names and uses of forest trees, the necessity of protecting the forests from fire, insect, and fungus diseases. Many of the groups in these organizations are practicing forestry. They often take an active part in developing the town forest, assist in tree planting, and are especially active in helping fight forest fires. A forest fire that burnt over fifteen hundred acres of forest land not long ago was held in check largely by the assistance of boys under sixteen years of age. In summer camps forestry has become a live subject. Boys are taught the elements of forestry and at many camps are given the opportunity to practice forestry. In fact forestry has become such a live issue at these summer camps that the camp directors of New Hampshire in cooperation with the Society for the Protection of New Hampshire Forests hired a forester this past summer to go from camp to camp, and instruct the boys and girls in the elements of forestry. At present there is an attempt being made to inject into such studies as geography and nature study in the graded schools the forester's point of view. Many states conduct school essay contests in forestry.

"It would not be right to leave the impression that only boys are interested in forestry. Girls apparently are very much interested in the subject, and come in for lots of credit for what they are doing. In fact, last year in New Hampshire there were two girls, enrolled as 4-H Forestry members, who planted 500 pine trees. The Camp Fire Girls are active in the field of forestry, and this organization has dedicated the year 1928 as tree year in Camp Fire, with a definite forestry program for the year. Actual tree planting will

be done by different Camp Fire groups. The organization will spread the idea of forestry by celebrating Forest Week, and Bird Day; by arranging a tree exhibit, giving a pageant on forestry and lectures on the subject. Nature activities will be directed in such a way as to bring out their relationship to forestry, and conservation of forests will be given an important place on the program. Such subjects as fire protection, insect control, protection of wild life, and the intelligent use and care of forests and parks will be stressed during the year. At girls' summer camps forestry in many cases is actually practiced, and at several such camps in the White Mountains last summer, trees were planted by the girls themselves.

"The movement to give boys and girls an opportunity to do practical work in forestry has hardly started. During the short time that it has been under way results indicate that this is a field well worthy of cultivation and of the interest and cooperation of the professional forester."

## Bowling Rules and Regulations

Increasingly recreation departments are developing bowling as a popular indoor game for the winter months. The Store Employees' Association organized by the Playground and Recreation Association of Wyoming Valley has adopted bowling as one of the leading activities of the indoor program. The rules and regulations issued will be of interest to other groups which may be starting a program.

1. All bowlers must be registered on the regular registration cards and the fifty cents registration fee paid in order to be eligible to bowl with a team. This must be done before the first match. Any team which does not comply with this rule is ineligible and any game in which it participates may be claimed on forfeit by the opposing team. Registration cards can be obtained at the Playground and Recreation Association, 226 Miners' Bank, and when filled out should be returned there with the registration fee for filing. Up to and not more than ten (10) bowlers may be registered for a team. New employees may be registered only after having been regular salaried employees for two weeks prior to their registration. A player may be registered in only one regulation and one duck pin league.

2. All members of teams should report at the alleys promptly at the time for which the matches are scheduled. The alleys are engaged for the specific time for which the matches are scheduled and will have to be relinquished to other teams promptly when the time has expired. Any team not represented on the alley by four members at ten minutes past the time set for the match to begin will automatically forfeit the first game to the team which was so represented. Any team not represented on the alley by four members at thirty minutes past the time set for the match to begin will automatically forfeit the second and third games to the team which was so represented.

3. Games must not be postponed except in case of *illness* or *absolute* emergency where it is impossible to get four players on the alley. *It is practically impossible to secure alleys to play off postponed games* as all alleys are booked to capacity every night with league games.

4. In case it is absolutely necessary for a team to request a postponement, the captain must make the request of the *captain of the opposing team not later than six hours before* the time scheduled for the match to begin. He must also notify the alley of the postponement. The team requesting the postponement *must secure alleys* for the postponed game at a time *convenient* to their opponents and not more than one week later than the originally scheduled match. They must give their opponents at least three days' notice of the time and place arranged for the postponed match to be played. Postponed matches must be bowled on the alleys where originally scheduled if possible to secure them, otherwise on alleys agreeable to both teams.

5. On account of the difficulty of keeping records of postponed games carried over a long period, *any postponed game not reported played off within one week will be automatically forfeited from the team* which made the postponement necessary. If the team which made the postponement complies with the required rules to play off the match and the team which granted the postponement fails for any reason to carry out its part in playing the match, the forfeit will revert to the team which made the postponement.

6. Bowling Score cards are placed at all alleys for reporting game results. The captain of the winning team or a member of the team appointed by the captain is responsible for filling out the card and mailing it immediately after the match.

*Be sure to place a two cent stamp on the card.* Because of the great amount of work involved in calling up twenty or more teams a week not reporting game results to the Playground and Recreation Association, *any match played during the week for which no score card is received by Saturday will be automatically thrown out in computing the league standing.* Cards must be carefully filled out showing DATE, ALLEYS, LEAGUE, TEAMS, INDIVIDUAL TOTALS AND TEAM TOTALS FOR EACH GAME. INDICATE IF IT IS A POSTPONED GAME.

7. In case of an emergency if a team is obliged to bowl a match with *only four players* it may do so taking for its fifth score the low score of the opposing team for *each game*. Three players do not constitute a team.

8. Alley rules governing the foul line will be observed.

9. All protests must be submitted in writing to the Playground and Recreation Association within 24 hours after the game. They will be placed before a Committee of the League Presidents for ruling.

10. Individual prizes will be given to league championship teams of the entire season.

11. Neutral score keepers must be used in all championship games.

12. It is desirable to have our registered men bowlers instruct and coach the girls, but such coaching must not take the form of ridicule or "kidding" an opposing team. If this is indulged in the opposing team may claim the match by forfeit.

13. Matches will be decided by games won and not by total pins.

**The Art of Playground Making.**—The art of making a children's playground is to make it look as though it ought to be more or less messy. A cow yard doesn't look as if it were being spoiled because the cows walk about in it and scratch their heads against the fence. A deer park isn't spoiled by the deer nor a kitchen by having things cooked in it. How to produce this effect is a question for the landscape artists. It will depend a good deal on the kind of fence, the kind of surface and the kind of standing apparatus. A shelter for mothers with sandboxes in front of it at one end, a row of swings in front of it with room for little games between and for big games further off, or a row of swings put at the further end opposite the shelter and sandboxes are two possible plans.

JOSEPH LEE.

## English Social Service

The annual report of the National Council of Social Service, with headquarters at London, England, indicates that the local councils of social service have committees to keep in touch with the young people after they have left school, to arrange camps for summer holidays, to help select boys to attend these camps, to obtain additional playgrounds. In certain of the local councils there is cooperation with the local educational authorities in endeavoring to strengthen the work of clubs and other organizations for young people. Efforts are also made to obtain additional ground for use by the young people for tennis, football, and cricket. There has been cooperation in developing in a number of towns "Play Centers for Children." The value of a council of social service was shown clearly in emergencies which arose in more than one place when the Education Authority decided to curtail expenditures on play centers. In one city where it was decided to close the two play centers which existed in the town, the Council of Social Service undertook to staff the center with voluntary workers if the Education Authority would supply one trained supervisor for each play center. This was agreed to and the centers have been successfully carried on.

The story of the reduction of appropriations by educational authorities for play centers seems not dissimilar to action by school authorities in this country, where a large school budget is being carried and there is demand for economy.

The rural community councils have helped actively in the campaign of the National Playing Fields Association. Special groups of representatives and members of rural councils have been appointed to deal with education, under which has been included choral singing, dramatic work, and folk dancing. Effort has been made also to reach isolated craftsmen in country districts. In Gloucestershire a musical festival was organized, teams came from villages all over the country, and the success of the festival resulted in another festival's being planned for the succeeding year. In Somerset the rural community council is holding a dramatic festival. In Kent a week-end school for play producers has revealed a great demand for instruction in dramatics. Illustrated lectures have been given on how to act. An experimental course was arranged in play production. A tour was arranged in one county for a lecturer on musical appreciation. Attempt



is being made to help the villages to develop new interests to enrich their social life. There seems to be particular emphasis on musical and dramatic work. One county has made a survey of clubs and other organizations catering especially to young people. In West Sussex it was found that in 53% of the villages nothing is being done for the boys who have left school; in 27% nothing is being done for the girls; and in 20% nothing is being done for either boys or girls. Mention is made of the need for helping boys and girls in the rural districts to cultivate hobbies. The experiment has been tried of offering prizes for best essays written by young people in the rural districts on further facilities which they themselves desire.

"A persistent attempt is being made in a number of counties to discover ways in which new interests can be developed for boys and girls, and new methods applied for helping them to cultivate their minds and bodies during the difficult years of adolescence."

Apparently in England as in the United States one of the difficulties in the way of carrying on activities for boys and girls is in securing men and women of the right character and interest who will act as leaders.

Provision has been made for lending funds not to exceed one-third of the cost of a proposed Village Hall to help in securing more of such community buildings. These loans have been made without interest. The principal effect of the loan fund has been to stimulate villages to put their hands into their own pockets to provide themselves with village halls.

One rural community council has formed a rural planning committee and is considering the preparation of a regional survey in which all the different town planning authorities can cooperate.

## The Circus Comes to East Orange

A tri-playground circus was a great event on the playgrounds in East Orange, New Jersey, and very gay occasions did the three performances prove.

After the grand parade accompanied by a caliope loaned by the park came the following program.

1. Jack in the Box

2. Gypsy Dance
3. Goof Dance
4. Elephant Act
5. Cat Dance
9. Deadwood Gap Stagecoach
7. Giraffe Act
8. Charleston Duet
9. Ukulele Serenade
10. Jumping Jacks
11. Hawaiian Dance
12. Tilting Match
13. Acrobatic Dance
14. Hootus and Whatus Act
15. Ostrich Act
16. Circus Band Concert
17. Clown Act
18. Hobby Horse Dance
19. Tumbling Act
20. Dr. Pill's Magic Medicine Show
21. Tight Rope Walker
22. Pierrette Dance
23. Boxing Match
24. Midget Act
25. Pony Ballet
26. Old Fashioned Dance
27. Old Dutch Cleanser Dance
28. Indian Club Drill
29. Tight Rope Walker
30. Ambulance and Engine Act
31. Strong Man Act
32. Ima-stuck-ups vs. Roughnecks

## Negro Play Day in Orlando, Fla.

The Colored Division of the Department of Public Recreation of Orlando, Florida, on October 28th, held a Negro Play Day with the following events:

Class A—Boys and Girls—12 to 14 years

Class B—Boys and Girls—15 years and over

### Boys

- Tug-of-War
- Stick Wrestling
- 100 Yd. Dash
- $\frac{1}{4}$  Mile Run (Class B boys)
- Running Broad Jump
- Baseball Throwing Contest
- Standing Broad Jump
- Relay Race (4 boys to a team)

Golf Putting Contest  
Golf Driving Contest

#### SMALL BOYS AND GIRLS

Peanut Scramble  
Squirrel in Trees  
Goose and Geese

#### GIRLS

Potato Race  
Chariot Race  
Peanut Relay  
Snatch the Flag  
Baseball Throw for Distance  
50 Yd. Dash

#### MAJOR GAMES

##### *Diamondball*

Professional Colored Men vs. Business Men  
Giants vs. Yanks  
Girls—Orlando Victors vs. All-Stars

##### *Football*

South Side vs. North Side

##### *Boxing*

## Social Centers in the Schools of America

It was in 1919-1920 that Clarence Arthur Perry of the Russell Sage Foundation made his study of Social Centers in School Buildings which was published in the *School Center Gazette*. Mrs. Eleanor T. Glueck, using the same questionnaire as that employed in the Perry study, but extending the survey to cities of less than 5,000 inhabitants, has brought the figures up to 1923-24 and has shown the growth of the movement in this four year period.

Mr. Perry's study showed 667 centers in 107 cities of over 5,000 population. Mrs. Glueck tells of 1,569 centers, of which two-thirds (1,031) are in cities of over 5,000 population (240 cities). This represents an increase of 55 per cent in the centers and a growth of 128 per cent in the number of cities representing them.

The types of activities listed include athletics, clubs and groups, entertainments, society meetings, lectures, social occasions, civic occasions, dancing, night schools, cooperative activities, rooms open for quiet games and study and public library branches. "Activities with a recreational

content," says the compiler, "obviously bulk largest in the average school-center program. Civic and educational features are also distinctly present, but their proportion can not be fixed with any precision because so many activities exhibit more than one aspect. This is especially true of many group affairs. A club may have a debate on one evening and a dance on another, yet both are entered on the records as 'club meetings.'"

An interesting fact brought out in the study is that only sixteen of the states have no laws relating to the extended use of school buildings and throughout the country the broad powers granted to school authorities as custodians of school property generally imply their right to grant the use of school buildings for community purposes.

The following generalizations are made in summarizing the results of the study:

1. The school-center movement is enjoying a gradual growth.
2. In a majority of cases the school-center season is six or more months in length.
3. Twice a week is the most common number of nights a center is open, one and five evenings being next in frequency.
4. Practically two-thirds of the centers are under the management of school authorities, and the trend is toward an increase of their control.
5. The support of school centers is predominantly by public taxation.
6. Not quite half of the school centers have a paid staff.
7. The activities of school centers show a high recreational content and are participated in by many local groups.

The summary of the study together with the table in which the facts appear have been published by the Bureau of Education in a bulletin entitled *Extended Use of School Buildings* by Eleanor T. Glueck, Bulletin 1927, No. 5. Copies may be secured from the Government Printing Office for 10c.

Just as there is a time and order for planting seed, thinning, transplanting, hoeing, budding, blossoming, bearing fruit and harvesting, there is the right age for pets, fishing, bear stories, camping, having a hobby horse, calling the rabbit a bunny, rocking the kitty to sleep, imitating wild animals, teasing, chasing, and living like a cave man. Wrong actions must be nipped in the bud and it is equally important that other buds have opportunity for growth.—WILLIAM G. VINAL.

## Salesmen of Knowledge\*

BY GLENN FRANK

The future of America is in the hands of two men—the investigator and the interpreter.

We shall never lack for the administrator, the third man needed to complete this trinity of social servants.

And we have an ample supply of investigators, but there is a shortage of readable and responsible interpreters, men who can effectively play mediator between specialist and layman.

The practical value of every social invention or material discovery depends upon its being adequately interpreted to the masses.

Science owes its effective ministry as much to the interpretative mind as to the creative mind.

The knowledge of mankind is advanced by the investigator, but the investigator is not always the best interpreter of his discoveries.

Rarely, in fact, do the genius for exploration and the genius for exposition meet in the same mind.

Many Negro mammies of the South can make a strawberry shortcake that would tempt the appetite of the gods, but they might cut sorry figures as domestic science lecturers.

The interpreter stands between the layman, whose knowledge of all things is indefinite, and the investigator whose knowledge of one thing is authoritative.

The investigator advances knowledge.

The interpreter advances progress.

History affords abundant evidence that civilization has advanced in direct ratio to the efficiency with which the thought of the thinkers has been translated into the language of the workers.

Democracy of politics depends upon democracy of thought.

"When the interval between intellectual classes and the practical classes is too great," says Buckle, "the former will possess no influence, the latter will reap no benefit."

A dozen fields of thought are today congested with knowledge that the physical and social sciences have unearthed, and the whole tone and temper of American life can be lifted by putting this knowledge into general circulation.

But where are the interpreters with the training and the willingness to think their way through this knowledge and translate it into the language of the street?

I raise the recruiting trumpet for the interpreters.

## Land and Sea Jollity

One of the beautiful week-ends of last summer moved the *Boston Herald* to comment as follows:

This is the gloating season for those men and women who a generation ago were insisting on more parks, better and larger playgrounds, bridle paths, swimming pools, boulevards and other facilities for out-of-door recreation. "Too expensive to the taxpayer," they were told or "mere fads" or "uplift stuff of high brows." If some master aviator with an all-seeing camera which might sweep the commonwealth in a moment could direct his lens at us on such an afternoon as yesterday or Saturday what a picture he would get, and what an overwhelming answer those so-called idealists could make to their critics if time and events had not already silenced them.

Our playgrounds proponents have dreamed and worked and talked better than they knew. Could they possibly have foreseen the extent to which the people would go out in a holiday spirit twice a week? A birdseye view of the state would reveal an entire people at wholesome play. Ride for an hour along the coast of Massachusetts and you see baseball games, golf and tennis matches, bathers, regattas, picnics, care-free loiterers, relaxing parents and children and, most pronounced of all, happy motorists. The local world seems to have divided itself into two classes, those who motor or those who are going to motor; or, possibly, those who are playing or those who are going to play. Nobody is too poor to play or travel. Nobody is too rich not to find time for week-end diversions. If old William Wordsworth, groping around for intimations of immortality, and singing of land and sea giving themselves up to jollity, could take a Saturday afternoon off from his elysian fields, he would go into new raptures.

According to the Playground and Recreation Association of America, a million boys and girls in the United States are on playgrounds every day. About 800 cities are directing recreation activities. There are 10,000 separate play areas, and 1,285 remain open the year round. —*Boston Herald*.

\*Courtesy of the *Evening World*, New York.



## Concern for Leisure Hours

Louis C. Schroeder, of the Foreign Committee, European Area of the Young Men's Christian Associations, sends copies of the following resolutions:

Resolution concerning the relations between the Internationale Sportive of Lucerne\* and the International Labor Bureau, unanimously voted at the Congress of Helsingfors, held August 9, 1927

The Congress of the Internationale Sportive of Lucerne registers with joy the praiseworthy efforts accomplished by the International Labor Bureau for the organization of the leisure hours of the workers.

It commissions its bureau to develop the relations which it has already established with this organization.

Furthermore, it will be a pleasure for its office to give its complete support to the International Labor Bureau to diffuse the idea of sports, plays

\*The Internationale Sportive of Lucerne is the Workers organization attached to the II Internationale of Amsterdam, and not that of Moscow.

and games, and gymnastics amongst the workers of all lands, and to all other organizations concerned with the question of the practical utilization of the leisure hours of the workers.

### THE INTERNATIONAL CONGRESS OF HELSINGFORS, AUGUST 5-8, 1927

That the Workers' Mutual Organization in the field of sports can cooperate with other Workers' Organizations, such as those formed on political, syndicalist, and cooperative bases.\*

That the worker shall participate in sport equally with those from cooperative and mutual societies.

That there shall be an interchange of documents regarding the health of the workers.

That the individual track and field athletics shall be supplemented by calisthenic exercises and team games.

That it is necessary to underline the moral superiority of the group contests such as the relay races, over the individual contests.

That it considers it to be its duty to express its wish that the granting of prizes to winners be suppressed in all affiliated countries.

\*The different Workers Societies are organized on political and other bases and do not mix with each other.



GRAND BAND, HARRIS COUNTY BAND AND ORCHESTRA CONTEST, HOUSTON, TEXAS. (See page 563.)

# Is Commercial Recreation an Octopus?

By

CLARENCE ARTHUR PERRY

*Russell Sage Foundation*

One of the most useful of recent books in our field is Jay B. Nash's "The Organization and Administration of Playgrounds and Recreation." Replete with concrete information and well-illustrated discussion, it is a volume that every recreation worker should possess. One who harvests a large field is bound, however, to collect some tares with his wheat. In presenting a widely held view about moneyed amusement enterprises, Professor Nash has, we believe, picked up something that does not make bread. Speaking of the play problem created by the city he refers to commercial recreation in this wise:

"The growing monster, like the octopus, is slowly but surely surrounding us and gradually squeezing out the life-giving recreational activities. . . ."

The objection which we have to all commercial recreation is that it emphasizes the place of the spectator and minimizes the place of the participant.

In making his third point, the author quotes E. B. DeGroot:

"Having made a god of efficiency, we have professionalized our active recreation. This modern god does not approve of purely amateur contests in football, baseball, track athletics and other forms of active recreation. There must, therefore, be the high-powered professional coach to whom all of the successes and all of the failures of teams and individuals may be accredited. . . . All that ever comes to the surface in the periodical nation-wide upheavals involving high-powered football coaches, is a smoke screen that covers a battle wherein educational principles surrender to commercial-professional practices."

The inevitable effect of statements such as these is to cast a taint upon any and all forms of recreation opportunity which are furnished for a profit. The reader is led to feel that there is something intrinsically unwholesome about Colonel Ruppert's baseball aggregation and all enterprises similar to those which are managed by Tex Rickard or Arthur Pyle. You cannot condemn

an entire class of commodity without throwing aspersions upon all the people who sell it.

Nash points out that baseball, boxing, horseracing, dancing and bowling on the green were all originally community activities. As a result of commercialism he says they have been "walled up" and that even the great universities now surround them with high walls and stadiums. "You bow your head, pay the price and enter."

Is it true, however, that the commercial sports are squeezing out those under community management? The 1927 Yearbook reports an increase since 1921 of more than 50 per cent in the number of paid play leaders, while the 10,123 separate play areas existing in 1926 represent an increase of 1,515 over those of 1925. Similar gains have been reported in previous Yearbooks. Can these figures mean anything else than that more and more persons are enjoying community-supported recreation? Indeed, is it not likely that free spontaneous play is just as abundant in the rural districts as it ever was and that in the cities communal recreation is actually on the gain?

The second point is that commercial recreation is producing "spectatoritis"—the habit of sitting in the bleachers rather than wielding the bat. De Groot says, "The philosophy of commercialism, as applied to the world of recreation is 'buy something' rather than *be* something."

Several considerations are here involved. In the first place, baseball, football and other games in which matched teams contend have, and always have had, a large spectator aspect whether they were held under community or under commercial auspices. Surely a football game, attended by thousands, does not become a commercial enterprise simply because an admission fee is charged any more than a municipal golf course ceases to be a community undertaking when it charges a fee.

Nash remarks that "million-dollar receipts have become common-place" as if there were something deplorable in the mere fact of tremendous assemblages at outdoor athletic contests. What

is it that packs the grandstand at a varsity football game? Is it the opportunity to spend money or is it an interest in the game itself, together with all the other emotional satisfactions incidental to a vast human congregation? To large numbers such occasions mean an afternoon passed in the open air which otherwise would have been spent around a card table. Available statistics do not make possible a comparison of the proportion of college students engaging in outdoor sports today with the same figure for two decades ago. When one reflects, however, upon the general prevalence of intramural contests and upon the growing size of the squad of team candidates, it seems a fair assumption that the present proportion of active college athletes is much larger than it was forty years ago. If that is true, may not the increase have been stimulated largely by the tremendous premiums, social and otherwise, granted to athletic superiority by the modern inter-college contest? Is it fair to say that the great football spectacle has been created by commercialism? Is it not truer to say that business machinery has simply made possible a tremendous athletic and social phenomenon?

The baseball magnate is blamed because so many people nowadays take their baseball sitting down. How is it? Should no one ever witness a professional game? We do not limit our dramatic enjoyments to acting in little theatres. Why should we deny ourselves the delight of seeing Babe Ruth slug a "homer"? If there is any class of people who can properly attend professional games, why should not the magnates serve them? Suppose there are those who spend Saturday afternoons sitting on the bleachers which would be more healthfully spent scoring runs on their own account, is it proper to blame the commercial purveyor for the misuse of their time? When we overeat of plum pudding, we do not blame the host. To attribute "spectatoritis" to the baseball magnates is just about as fitting as it would be to blame the Creator for putting apples in the Garden of Eden.

On the other hand, may it not be true that but for the professional baseball game, large numbers of people in our big cities would never know anything about the game, would never catch its thrill, would never be stimulated to play themselves? Only recently a friend of mine who had just attended a tennis match at Forest Hills closed an enthusiastic description of the game with: "Gee, you can bet that next year I'm going to play tennis myself!"

The third point made by the critics of commercial and professional recreation is that they are responsible for corrupt practices in amateur and community recreation. Again we raise a question. Can the druggist justify his boot-legging by saying that the grocer uses false scales? Reduced to its essential terms, the trouble with college football is simply that some institutions are not abiding by the rules of the game. But cheating in sports is not a new phenomenon or one that is related only to money or to bigness. Back in the early days when baseball was solely a community diversion, players were now and then spiked and umpires were not free from suspicion. Many an amateur boxer has hit below the belt. In fact, the history of all sports, whether amateur or professional, reveals a constant struggle to hold players to the rules of the game.

If we examine commercial recreation enterprises fairly, can we not discover distinct benefits? In the first place, is it not true that, far from diminishing recreational opportunity, they very greatly increase it? For many people in cities, skating would never be possible but for the commercially-run skating rink. The same is true of dancing, bowling, billiards and other wholesome amusements. Again, the methods which have been elaborated under the pressure of business competition oftentimes show an improvement in technique which might very well be emulated by the directors of community recreation. A couple of instances will illustrate the point.

Close by Coney Island are two bathing beaches which are walled in and entered only through turnstiles after paying the price. The larger resort, Manhattan Beach, covers some thirty acres and in addition to a fine strip of ocean beach it affords its patrons the use of the following facilities:

- 7 volley ball courts
- 4 tennis courts
- 2 basketball courts
- 30 handball courts
- 1 baseball diamond
- 1 high jump pit
- 1 punching bag pavilion
- 1 children's playground with teeter boards and chutes
- 3 swimming pools

The swimming pools are furnished with sea water and are tested as to bacteria content hourly by a chemist who has a laboratory on the premises. One pool is for children, another is for diving (9' 1" deep); and the other is non-diving



(5' deep). The management employs a half dozen trained recreation leaders who conduct regular periods of calisthenic drills open to all the patrons. During the past summer over 800,000 people enjoyed these exercises. Here the bather can swim in waters which are not unduly crowded and enjoy an all-around program of water and land sports which are not available at the ordinary public beach. This commercial resort has not only enlarged the waterfront opportunity for thousands of New Yorkers but it has given them a richer recreation program without additional expense to the taxpayer.

Community recreation is not free. Its cost is borne by both users and non-users. The cost of commercial recreation is borne solely by the consumer.

Another striking instance of refinement in amusement technique that has happened under business management is to be found in the theatre considered purely as a hall for witnessing or enjoying an entertainment. The average theatre has easy seats, padded floors, good ventilation, freedom from noise and other distracting influences, a skillful use of lights to concentrate the attention, and an atmosphere of beauty and refinement—conditions which are seldom equalled by any other type of auditorium outside of the theatrical field.

The worst thing about the criticism of commercial recreation, however, is not its irrelevancy but its ineffectiveness in getting at the real evil. What Nash and DeGroot had mainly in mind and what all lovers of a sane life deplore is to see large masses of people continually taking their recreation by proxy.

A person who has never swung a baseball bat, wielded a racket or trod the stage has missed a life-giving experience. The normal outlet of excitement is muscular action. To enjoy the excitement constantly and not have the corresponding action is to lead an incomplete and unhygienic life. What all recreation lovers wish to promote is freer self-activity and fuller physical expression, and the main point of this discussion is that people are not now prevented from this life-giving self-activity by the commercial purveyor of recreation.

The real cause of "spectatoritis" is, in a word, the modern big city. Hundreds of thousands of urban dwellers would like to play baseball but they have neither the leisure nor the place in which to play. Their marginal time is largely consumed in going to and from work. When they get home there is no nearby space in which to play. The

remedy is not in abolishing the professional baseball stadium but in city planning, and re-planning, with a view to remedying those two defects in modern urban life. We must build new garden cities and rebuild deteriorated sections of existing cities in such a way that industrial and business nuclei will be surrounded by residential zones, and in those zones there must be adequate spaces for outdoor and indoor recreation. For the proper planning of athletic fields, playgrounds and backyards, Nash's book gives a lot of valuable help.

In the meantime, let us not worry about commercial recreation. Let us copy its technical refinements wherever they appear and not be jealous of its successes. Let us boost community recreation in all proper ways and through college, school and playground strive to spread the ideals and habits of a rich and expressive recreational life.

## Professor Nash Has a Word to Say

The comments on commercial recreation by my very good friend, Clarence A. Perry, being somewhat in criticism of my attitude on commercial recreation, have been done so nicely that I almost hesitate to say anything in rebuttal. Of course, Mr. Perry's end in view and my own end in view are exactly the same. We may possibly just differ in means but even there I doubt it.

May I make clear that I make no criticism of activities where a "cost covering charge" is made or even a charge above this, provided the person who pays becomes a participant not merely a spectator? My fight is wholly with the commercial recreation as an encouragement of mere on-lookers.

The fact that there is more community recreation in 1927 than in 1917 does not in any way prove that opportunities for wholesome play and recreation are on the increase. Modern life is by its very trend crowding out so many of these opportunities which were part of the natural education of the child that this loss would undoubtedly very much more than unbalance the advance in community supported recreation.

I should like to challenge Mr. Perry's statement that "but for the professional baseball game, large numbers of people in our city would not know anything about the game." This goes to the very heart of the situation. I am not at all interested

in people's knowing about baseball from the bleachers. I am particularly interested in knowing about baseball from the standpoint of a team member.

I doubt whether being a spectator ever encourages the playing of baseball—this will be especially so for the adults. My demand is that the child in his growing years have the opportunity of being a participant.

As an octopus, commercial recreation is crushing out of the younger generation its initiative in connection with wholesome play and recreational pursuits. It is surrounding the young people with things to look at and this discourages the doing of activities. We get a thrill being a spectator, but it is a different thrill from that which comes from being a participant. We establish a habit of looking on. With this habit well established, the absence of opportunities to participate merely throws us into the hands of the commercial recreation octopus.

More money must be provided for creating opportunities to participate. If it is to be kept educational, the opportunities must be largely under community auspices not under commercial auspices.

JAY B. NASH,  
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## Place of Playgrounds in the American Melting Pot

At the meeting of the National Education Association held in Seattle in July, 1927, State Superintendent Francis G. Blair of Illinois, then President of the N. E. A., made *The American Melting Pot* the subject of his address.

"Speaking without any prejudice," he said, "I believe that the great American school system is the very pit of this melting pot. Here the ancient foreign prejudices are melted out of the youth and the best that is brought and the best that is here are fused together.

"What in the American school system tends toward this accomplishment? First, the playgrounds in connection with our schools. I be-

lieve that the American school playground is the greatest kindergarten of democracy ever conceived. Here children of native and foreign-born citizens meet and mingle together under the most favorable circumstances.

"Barnum gave to America the happy family idea. He took the cubs and the kittens of jungle animals, with their ancient hatreds; he put them together in the same cage. He let them eat together and play together. They grew up to maturity as if they had been born out of a common womb, but other cubs and kittens that had been kept separate retained their same jungle animosities.

"It is the great opportunity which the American playground offers in bringing together the boys and girls before these prejudices have developed too far, and allowing them to meet and to know each other, that constitutes it an important part of the melting pot."

## Teaching the Black Belt How to Play\*

A school that teaches negroes how to play is following the cowpaths to the huts in the Alabama Black Belt. The Booker T. Washington School on Wheels, ordinarily defined as an agricultural extension project, has found this instruction in play one of the first essentials not only for the happiness and morale but also for the health of these people. What the instruction means can hardly be understood by one not familiar with the emptiness of life in the Black Belt sections.

Therefore one of the most important activities is that part of the School's program which teaches the community how to play. The daily recreation hour includes games of all sorts for boys and girls and milder athletics for grown-ups. It trains the young people to wholesome physical, mental and social development and creates everywhere greater friendliness and cooperation and a healthier attitude toward life.

In a certain sense the school's whole program fosters a spirit of play, for it makes for cleaner, more sanitary, better organized homes and communities, with a resulting spirit of happiness.

Sanitation on the farm grounds and within the home is one of the first things to be taught. Sanitary toilets, poultry houses and pigpens are built,

\*From "American Child Health News," December, 1927.

sanitary wells dug. Under the guidance of the home-economics specialist, the negro wives learn to clean their cabins, cook proper meals, make their homes more attractive.

Three workers, an agricultural man, a home economics expert and a nurse, travel with the school. They choose one of the poorer homes in a thickly populated section and demonstrate to the neighboring negroes who throng there, the fundamentals of farming, home-making and healthful living.

The "Booker T. Washington School on Wheels" was built and equipped by 30,000 negroes and donated by them to the cooperative agricultural extension service, with the headquarters at Tuskegee Institute, Tuskegee, Alabama. It superseded an earlier and smaller automobile truck which in turn had taken the place of a wagon. The service of the school is supplied by the United States Department of Agriculture in cooperation with the State Agricultural College known as the Alabama Polytechnic Institute. It demonstrates the determination of the negroes themselves to progress and is one of the most powerful means toward educating them to healthier, happier and more prosperous citizenship.

## Backyard Playgrounds for Buffalo

The report of Frederic Almy as Chairman of the Committee on Backyard Playgrounds to the Buffalo City Planning Association is suggestive. The committee itself consists of forty-two members, who are often called on to help and whose names are useful. This committee printed and distributed 125,000 copies of a carefully prepared illustrated folder showing how to lay out a typical backyard for maximum play use, how to build various types of simple play apparatus and so on. These were sent to the principals of all public schools and to the Sisters Superior of all parochial schools and later through the principals and sisters were given to the individual pupils of nearly all the schools. Prizes of \$50, \$25, and \$10 were offered not for the best backyard playground but for the best planned backyard playground considering the possibilities of the back yard. These prizes were widely advertised in industrial plants, store windows and elsewhere

through the kindness of the Boy Scouts, who also themselves offered to their own members additional prizes. One hundred and thirty-five backyard playgrounds were finally judged by the Committee of Judges.

By arrangement with the Superintendent of Schools, the manual training teachers in all public schools offered to help boys in making playground apparatus. One large lumber firm agreed to make and sell playground apparatus at cost to those who could not make it for themselves. This same firm made two sample sets for exhibition in store windows and these sample sets were finally placed in public playgrounds for use.

Talks were given to the heads of all public and parochial schools and at a large number of public and parochial schools. Articles were prepared and printed in the local newspapers and in the school magazines.

Through the Playground and Recreation Association of America, 1,000 copies of Recreation Fundamentals in real estate development were secured and these were distributed at a luncheon of Buffalo realtors and additional copies sent to realtors not present at the luncheon, especially those who were subdividers. One realty company has already written in that they will provide play space in all their land developments hereafter as good policy. Copies of the New York State Law of 1926, under which play space may be acquired in certain cases in future platting of land developments, were obtained and brought to the attention of the Secretary of the Realtors' Association and to the City Planning Commission, neither of whom knew of this law.

## Winner of Backyard Playground Contest Announced

The Parks and Playgrounds Association of St. Louis has announced as winner of the home playground contest Louis C. Pahl, Junior, thirteen years of age.

More than 500 backyard playgrounds were entered in the contest, judged by committeemen from the American Legion. The playgrounds ranged from an elaborate play-place with a swimming pool and a launch in a miniature lagoon, together



with a playhouse, swings, slides and game equipment which had been erected at a cost of several hundred dollars, to Louis Pahl's little backyard which had been improved at a cost of just \$3.00—\$1.00 for an awning for a play shed, \$2.00 for a roll of roofing for it.

The playground had for equipment a swing, combining the features of an adjustable horizontal bar; a sand box and play pavilion, roofed over and sheltered from the sun; a see-saw which had combination use as a slide; a clubhouse of unusual construction for the "gang," a place to pitch horseshoes, and six old automobile tires the children used for races and other stunts.

Much ingenuity went into the devising of the equipment. For example, the uprights of the swing are two cross bars from telephone poles. The wooden pegs on which insulators fit have been taken out above a height of three and one-half feet, and the uprights, set in concrete made by Louis from sand and cement which he found at home, are placed so that these holes come level with each other. A piece of inch pipe thrust through these holes completes a very practicable horizontal bar.

Three light posts that once sustained a porch and a 3 x 3 foot piece of the same height form the uprights of the play shelter. Louis and a friend put them up themselves, framed the roof and put it on, neatly boarding up the gable ends with tongue and groove. The see-saw was easily made from a saw-horse and sandpaper board.

But the clubhouse was different. In size it is about 6 x 6 x 5 feet with a neat roof of asbestos shingles and two little windows. Louis began by making a concrete foundation, in which he set bricks for a doorstep. The building he framed himself with the aid of a number of other children. Thus far the siding is of roof boards, but tar paper will be added as scraps are available and ultimately asbestos shingles will cover the sides as they now cover the roof. Above the clubhouse rises a flagpole, a piece of iron pipe gathered up from a waste heap. The flagpole is admirable for the purpose of flying the name of the gang and also for mounting a weather cock, and an imitation airplane, "The Spirit of St. Louis," which is now being made.

## A Tribute to Two Friends of Recreation

At the December meeting of the Board of Directors of the P. R. A. A. the following resolution was placed upon the minutes:

That the Association record its appreciation of the deep interest which Mr. John M. Eastwood took in the playground movement not only in Canada but as an Honorary Member of this Association. In the death of Mr. Eastwood the Association has lost a loyal friend and the playground movement an enthusiastic supporter.

Mr. John M. Eastwood, an Honorary Member of the P. R. A. A. since 1924, whose death occurred at his home in Hamilton, Ontario, on September 24, 1927, was one of the pioneers for playgrounds in Canada. He was elected vice-president of the Hamilton Playgrounds Association when it was organized in 1909, and served as president from 1917 until his death. The marked expansion of the playground work in Hamilton during these years has been due in large measure to his contagious enthusiasm and his energetic and continuous effort. The playgrounds in Hamilton are still conducted by a private association but Mr. Eastwood has been instrumental in securing for them a considerable degree of support from public funds and in 1925 a bond issue of \$25,000 was voted for the purchase of additional playgrounds. In appreciation of his work for playgrounds and harbor development, a park and playground along the waterfront, now one of the beauty spots of the city, has been named Eastwood Park.

In October, Edward J. Dunn, one of Elmira's leading citizens, died at the age of sixty-one. Though connected with many civic movements, Mr. Dunn is best known to recreation workers through his association with Elmira Community Service, which he served as president since its organization. Deeply and genuinely interested in helping his fellow citizens secure the best possible recreational opportunity, Mr. Dunn was untiring in his efforts to make Community Service function for the benefit of all citizens of Elmira. Of both his time and money he gave generously.

## At the Conventions

### BOY LIFE CONSIDERED

For the fourth successive year several hundred members of Rotary, Kiwanis, Lions' and Optimist clubs, and professional workers among boys gathered at the Edgewater Beach Hotel, Chicago, late in November, and for three days focused their attention on the needs of American boys.

The boy's religious, home, educational, vocational and recreational problems in city and country were considered. From the emphasis placed on the home by many speakers, the majority of delegates must have gone away with a conviction that organized work for boys should somehow strengthen home life and promote the companionship of parents with their sons.

While less impressive than the 1926 conference in specific contributions to the technique and science of boys' work, this gathering was noteworthy for stimulating addresses by the heads of the service clubs and by Ernest Thompson Seton, S. Kendrick Guernsey, past president of the International Boys' Work Conference, Martin H. Carmody, Supreme Ruler of the Knights of Columbus, LeRoy Petersen of the Laura Spellman Rockefeller Foundation, Judge Benjamin F. Jones of Newark, N. J., and others.

### BOYS' RECREATION DISCUSSED

Although community recreation was not discussed at a general session of the conference, boys' recreation with special reference to public playgrounds and athletics, was the subject of three simultaneous section meetings. Leisure time opportunities, play, and sports were also strongly emphasized by several of the leading speakers. Limitations of space will permit only a few quotations from the addresses.

Charles H. Johnson, director of the New York State Board of Charities, discussing the boy as the "hope of the world," stated that there were three types of boys: (1) the mechanical, of which Lindbergh and Orville Wright are examples; (2) the social, like Gary; (3) the abstract, exemplified by preachers, teachers, and other thinkers. "The world is undergoing rapid changes mechanically and industrially," he said. "We cannot give the boys who will live in it tomorrow exact directions. We must give them fundamentals and principles which are sound without regard to time. We should give them courage, and one way to do this

is through the lessons of the playground and athletics."

Arthur Sapp, president of Rotary International, said that sportsmanship today is of a quality much superior to that in his young manhood and appealed for more wholesome amusement in leisure time.

In reviewing the successes in life made by the members of the Worcester, Massachusetts, Boys' Club, David Armstrong, the director, told how successful regular boxing bouts have been in promoting sportsmanship among his boys.

"A Y. M. C. A. is willing to begin anywhere—with a swim or gym or something else—but it is not willing to stop until Christ is inculcated in the boy," said Edgar N. Robinson in re-emphasizing the religious aims of his organization.

In line with the present emphasis of the Boy Scouts on physical fitness, James E. West, Chief Scout executive, said: "We are trying to awaken boys to their own responsibility for their physical condition."

The crime prevention achievements of the Big Brother organization in Scranton were emphasized by its director, Aaron Fahringer.

### DISAGREE ON RURAL RECREATION

The suggestion of Otto Benson of the Boy Scouts that passive recreation, like reading, is most popular among country boys, was definitely disagreed with by other delegates at a section meeting on needs of rural boys. So was the statement of Dr. Thomas W. Butcher, President of Teachers' College, Emporia, Kansas, that "when play stops and work begins, character building begins." Dr. Butcher also said, "Ninety per cent. of the boy problem could be settled if boys had to work," and "The meanness of humanity could be *worked out*."

A great Play Day program in Rockland County, Wisconsin, in which 6,000 persons enthusiastically took part, was offered by a delegate from that county as evidence that country boys are fond of active recreation. Numerous kitten ball diamonds, volley ball courts, and other facilities on school grounds in this country were also cited. The rapid spread of community clubs in Racine County, of the same state, was offered as additional testimony to the popularity of a varied rural play program. The importance of teaching play skills in the country was pointed out, and the character building value of play was defended by other speakers.

In a session on recreation for boys in cities of 75,000 population and under, of which J. E. Rogers was chairman, the discussion centered entirely around community recreation facilities and programs. Several service club representatives outlined the public recreation programs in their communities. Notable among them was that of Two Rivers, Wisconsin, where all recreation programs for boys, including five Scout troops and two boys' clubs, are coordinated in the community program which the citizens have decided to municipalize.

Oscar Kirkham, of Salt Lake City, director of the recreational program of 50,000 young people in the Mormon Church, said that he hoped to see an extension of cultural recreation activities, including dramatics, music and opera. He also pointed out that a good public recreation program calls forth the help of private agencies.

In a stimulating talk at the last session of the conference, H. W. Gibson, President of the Camp Directors' Association of America, outlined the spread of the camp movement and illustrated its health and character building benefits. "There were a million boys and girls in camps last year," he said. "The sum of \$148,000,000 was spent in equipment and clothing. In the camps we are trying to spiritualize labor and build up pride in workmanship. The joy of building a camp chimney is just as great as that of winning a race."

Next year the conference will meet in Washington, D. C.

## The New Tools of Leisure

Karl deSchweinitz, General Secretary of the Philadelphia Family Welfare Society, presented at the recent conference in Buffalo on the Present Status of the American Family and Home, an interesting and valuable paper on "The New Tools of Leisure." It is too long for reproduction in full. The following digest cannot carry the distinction and flavor of Mr. deSchweinitz's address, but it may serve to present his main thoughts.

The working day of Sir Thomas Moore's Utopia is no longer Utopian, but a fact. "The leisure class, to be sure, has been always a familiar phenomenon, but, however much its fortune has been envied, its use of that fortune has seldom been regarded as worthy of emulation." For most of

us leisure meant opportunity to rest, which frequently degenerated into idleness. At its best it was thought of as meaning rest at home, but much of this was idling. "The same people who met today had been together yesterday. Nothing new had happened. There were no new ideas. Conversation frequently degenerated into critical remarks about absent ones."

"This problem might have become serious to the point of recognition if the machine which was rapidly increasing our leisure had not also begun to supply us with tools for enjoying it. The bicycle, the phonograph, the player piano, the automobile, the motion picture, and later, the radio, came to us just as we were reaching saturation so far as idleness was concerned. Undoubtedly they have saved leisure from becoming a menace, but in doing this they have run counter to our philosophy and so we regard them with suspicion." We repeat the familiar formula—the American people are always on the go and they are never at home. Let us examine the facts. The average person in Philadelphia "visits a motion picture house once every five and a half days, a ratio in agreement with estimates of attendance throughout the United States." . . . "The United States Bureau of Labor showed an average increase in leisure of more than four hours a week from 1907 to 1924, enough to make possible weekly attendance at two motion picture shows each week without decreasing the time the wage earner formerly spent with the family." . . . "Tens of thousands of workers in the steel industry have had ten hours or more added to their leisure. They can thus visit five motion picture shows a week and still be with their families as much as they were in 1914." . . . "The automobile is a family conveyance." . . . "There are attractions to keep us at home which did not exist when we were born." . . . "In 1926 the Philadelphia Public Library circulated 4,000,000 books, the New York Library 11,000,000 books. In 1923 the number of books published in the United States was 359,000,000. Reading is largely a home occupation." . . . "The care of the home one owns is an absorbing interest. In 1920 almost eleven million families in the United States owned their own homes." . . . The player piano, the phonograph and the radio add to the pleasures of the home. It is estimated that there are six million radio sets in the United States." . . . "Women at home have gained more time for themselves through the use of inventions and the help of manufac-



tured products." "A woman can be away from home more than formerly, but shall we say that she and her family are not better off than when baking and canning and manual labor made the home chiefly a workshop rather than a tool of leisure to be enjoyed with husband and children?"

"Today the burden of proof rests upon those who feel that the new tools of leisure are reducing the hours that the members of families spend with each other." Any modern inquiry into the whole theory of the goal of leisure would immediately reveal that many of the highest joys of leisure are solitary. One must be alone to meditate and to create in writing and in musical composition and quite frequently in drawing and painting, and to read when reading tends toward study.

"It is quality of association much more than quantity that produces the greatest returns in happiness at home." . . . "The family that huddles together on the front steps is safe, but how stultifying is its leisure. Only as parents and children go forth adventuring . . . can they bring back to each other the infinite variety that custom cannot stale."

"Home is where the family is, not necessarily where the house is."

"Grant these four principles—that most of our highest joys are solitary, that quality of association is more potent than quantity, that the family is as dependent upon the experience of its members as living creatures are upon food and that home is where the family is and the bogy of rest at home will yield to a more dynamic conception of leisure."

Mr. deSchweinitz then goes on with an expansive and illumined list of some of the modern resources or tools of leisure. "It will include rest. It may include rest at home. It can exercise our faculties of appreciation." . . . Phonographs, playing pianos, radio, motion pictures, baseball games, football games, tennis matches, art galleries, symphony concerts, theatre. "There is need for recognition of the value of the appreciative faculties and the manner in which they tend to seek ever finer mediums. The development of music in the United States is encouraging testimony to this fact, not merely in the quality of our symphony orchestras but in the improving character of the music to be heard in the motion picture theatres." . . . "Sport as a spectacle is not by any means a stupid watching of other people work. There is a close kinship between

the fan and the art connoisseur. The same fundamental appreciation of beauty is present in both."

"The motion picture has yet to achieve the beauty that music and sport can offer. In truth, in dramatic unity and in composition it has not matched the quality of its photography. . . . There is need for someone to recognize in it the same opportunity for popular education that Walter Damrosch has perceived in radio."

There are new facilities today,—swimming pools, tennis courts, girls' athletics, dancing. "Let art be emphasized and not only will these dances be executed more beautifully but there will develop out of them interest in the rhythms which afford greater opportunity for the expression of grace and skill."

The creative arts,—writing, drawing, and music,—need to be more often exploited as activities of leisure, especially writing and letter-writing, not merely on a utilitarian but on a creative art basis. The graphic arts and music are receiving impetus in our schools. "Why should we not make our own Christmas cards?" . . . "The greatest hindrance to the development of recreational tools in these creative arts is the tendency toward professionalism." . . . "There is too much evaluation of education in terms of the ten thousand dollar job." Does not the work done by the 17,000 amateur radio broadcasters contain the suggestion for a most satisfying use of leisure, activity in the sciences?" "The Boy Scouts and Girl Scouts and others have made a great contribution to leisure by fostering the study of wild life in the woods and fields. . . . hygiene, the trail clubs.

"We need to wonder and to worship, to cultivate the art of meditation." "There should be deliberate efforts to cultivate the arts of meditation as has been done by the Society of Friends and in certain of the retreats of the Roman Catholic Church."

"We need a revival of the art of hospitality and most specifically of the art of informal dining." . . . "Entertainment should be as often and as much as possible a family affair. The children should be included." . . . "Conversation at table should be one of the delights of leisure." . . . "Aside from their inherent fun, games furnish a common ground for parents and children." . . . "Collecting is another game to which all can contribute and where all are brought closer together."

"The fellowship that offers most in under-

standing and appreciation is that between the parents themselves. . . . Contrast the separation from the family which the saloon fostered with the companionship that is had in attendance at the motion picture show and in the automobile."

"Activity toward the advancement of the universal welfare should form part of the leisure of everybody. . . . Social service is a duty that can be sublimated into one of the great satisfactions of leisure."

"Even work can assume the quality of freedom that characterizes recreation. . . . The machine with its many wonders holds the promise of satisfaction for multitudes of workers. Having assembled and emphasized the isolated monotony that exists only too often in manual labor it will ultimately by its own increase reduce the number of its slaves and in its stead put masters."

"The tools of recreation are in many places, they can be everywhere. In the cathedral or meeting house, on the athletic field, in the laboratory, in the home, in the school, on the open road, they await us. They are ours to unlock the gates of life. They offer us beauty in line and color, in the perfection of mechanism, in the rhythm of poet, dancer, athlete, musician, in the swing of trees in the wind, in all the harmonies of nature. They invite our skill in sport and in the formal arts. They entertain us with the sight and hearing of new things, a world brought to our eyes and ears by the genius of the machine. What a world also do they give us to see for ourselves, the world of travel and the world of the laboratory, the universe of microscope and telescope, infinitely small and infinitely great, receding ever and beckoning us to further wonders. Here is material for meditation and worship and here also is the call to join in cooperative effort for the common good, to reduce danger and unhappiness, to make gardens of waste places. In everything is the spirit of human fellowship for those who will make it theirs, a kinship that is as far flung as humanity but which centers in the family. Under its influence the home becomes a free relationship, a place to which each member brings the riches of his experience and where each finds both security and adventure in comradeship and in love."

"The number of those who achieve and who may achieve these things is growing. Leisure increases. Work recedes, and as it recedes begins in itself to offer new possibilities. We are now so close to the dreams of the ancients that they



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are turning to life and for our own dreams we must look to the future. There we catch the vision of Utopias compared with which the Utopias of the past are but letters of an alphabet from which our children's children will frame the realities of their golden age."

## Book Reviews

**YOUR GROWING CHILD.** By H. Addington Bruce. Published by Funk & Wagnalls Company, New York. Price, \$2.50

The purpose of this book is to acquaint parents in a helpful way with the findings of modern science that bear directly on successful child rearing. Dr. Bruce accordingly discusses the various elements which influence children and shape their lives and the opportunity which parents have of insuring the happiness and success of their children in later life. The *Esthetic Need*, *Art in the Home*, *Children's Reading*, and *Music's Values* are among the many importance forces considered. Of play, to which a chapter is devoted, Dr. Bruce says, "More and more are psychologists and educators coming into agreement in the conviction that play is almost as vitally important to a child as are food and water, light and air. These are indispensable to his existence, play is indispensable to his proper growth." In this connection, he recommends that the parents become familiar with Joseph Lee's book *Play in Education*.

**THE NATURE ALMANAC, A Hand Book of Nature Education.** By Arthur Newton Pack and E. Laurence Palmer. The American Nature Association, Washington, D. C. Price, \$1.00

A very interesting publication is this book which nature lovers will welcome as a compendium of information they will not want to be without. The first part of the book contains Professor Palmer's Nature Calendar suggesting interesting things to look for during each month. The next section tells what various associations and clubs throughout the country are doing to promote nature education. There is also a section by Professor Palmer on Training Leaders for Nature Education. The results of Professor Palmer's Nature Education Survey of the United States, arranged alphabetically by states and territories, contains a fund of information on what is being done. Still another division of the book contains a School Nature Outline with much information on plant and animal study.

Not the least valuable section of the book is the detailed nature bibliography by Dr. Palmer and the school nature bibliography by Dr. Comstock.

**A MUSICAL MESSAGE FOR MOTHERS.** By Margaret Wheeler Ross. Published by Carl Fischer, Inc., Cooper Square, New York. Price, \$2.00

This book is designed to be the connecting link between the teacher and the mother. Its purpose is to furnish the mother who is musically untrained a guide whereby she will intelligently direct the early music study of her children and cooperate with the teacher.

**OFFICIAL TRACK AND FIELD GUIDE—1928.** National Collegiate Athletic Association Track and Field Rules. Spalding's Athletic Library, No. 112R. Published by the American Sports Publishing Company, 45 Rose Street, New York. Price, \$2.25

Records, rules and reports, *Ethics of Track and Field Athletics*, *Preparations for a Track and Field Meet* and practical articles make up this guide.





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**Educating the Wishes.**—Recently a number of prisoners were asked, "Why are you here?" "Bad company" and "love of luxury" were the principal reasons given. Many of the prisoners spoke freely of their longing for luxuries, diamonds, the soft things of life, expensive good times. As one reads these comments, one cannot help feeling that it is of fundamental importance to train boys and girls to know how to have a good time through activities that are not expensive. The reason why many young men and young women have so deep a craving for expensive things is because they have not learned the joy and satisfaction in certain kinds of activity. Of course, there are individuals who will never respond to any program of activities, whose principal desire is simply for beautiful things. However, love of beauty does express itself in many other ways than in the possession of beautiful and costly things. There is much, too, in learning that a large part of the most beautiful things in the world can be enjoyed just as much by the poor man as by the richest man—the sunsets, the sunrises, the cloud effects, the sky at night. So many of the beauties of nature belong only to those who have the capacity to enjoy them.

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**PLAY GUIDANCE**—A manual for Recreation Leaders. By Rev. Kilian J. Hennrich. O. M. Cap., M. A., Chief Commissioner, Catholic Boys Brigade, U. S. Price, \$.15

Many recreation workers are familiar with *Boy Guidance*, a series of publications compiled by Rev. Father Kilian. *Play Guidance* is planned as a practical companion volume to *Boy Guidance* and is designed for the use of clubs, schools, institutions and similar groups. The booklet contains suggestions for discipline and play leadership. Hints on home-made apparatus and directions for playing fifty games requiring little or no equipment.

**February Holidays****Lincoln's Birthday**

The Lincoln's Birthday Program issued by the P. R. A. A. contains, in addition to an excerpt from Lincoln's Autobiography, three short plays by R. W. Hatch, an authority on Lincoln who has collected data for his intimate little sketches from information gleaned in visiting the southern Illinois towns where Lincoln lived as a boy and young man. These ten to fifteen minute sketches are admirable for high school assemblies and can be used with any community program. Patriotic songs of the period are also suggested in this bulletin, as well as recitations, a list of plays arranged according to grades, and a list of plays for adults. \$.25

**Valentine's Day**

Of course you are looking for a clever Valentine party and one that is entirely different. We have Dan Cupid's own suggestions for just such a frolic, one which never lags from the time the guests arrive until the evening is over. *An Affair of Hearts*, by Era Betzner, tells you how to write enticing invitations, how to decorate in an unusually charming way, and gives enough suggestions to entertain a large or small group for several hours. The bulletin also contains *New Loves for Old*, a dainty Valentine play by Lucy Barton, a program of tableaux and music, and a list of plays, dialogues, songs and recitations. \$.25

**Washington's Birthday**

If your group plans to celebrate February 22nd either with a gay party or with a more formal program, helpful suggestions will be found in the bulletin, *How to Celebrate Washington's Birthday*. A playlet for eleven girls, *The General Goes Home*, by Lucy Barton, is a feature of the bulletin. New York in 1783 is the quaint setting for the delightful little play which runs about twenty minutes and is well adapted to the grades. Suggestions for a party, lists of recitations, plays and musical numbers suitable for the holiday, and full directions for dancing a charming minuet are also included in the program. \$.25

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